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ABSTRACT

Case studies are presented of 30 public library reading and reading-related programs. Each case includes a description of the program, estimation of costs, and analysis of effectiveness. The 30 programs serve a variety of age groups: preschool children (N = 7), elementary school age children (N = 7), young adults (N = 6), adults (N = 5), and more than one age group (N = 5). The programs serve a wide range of socioeconomic groups: disadvantaged (N = 19) and non-disadvantaged (N = 11), urban (N = 19) and non-urban (N = 11). In cost, the programs range from an estimated total of $580 to $164,000. Their activities spread encompasses bookmobiles (N = 9), deposit collections (N = 9), and group activities (N = 12). The programs were selected from 243 public library programs rominated as successful by federal, state, and local library officials. Information on the 243 programs is presented respecting effectiveness (measured through a telephone survey), variety (in terms of funding source, targeted age group, literacy level, socioeconomic group, and program activities), and availability for field visits. Twenty of the 30 case-studied programs are identified as exemplary. These have had an identifiable reading or reading-related impact on certain of their participants at an estimated cost which is reasonable in relation to the extent of participant impact. (Author)

ABSTRACT: A STUDY OF EXEMPLARY PUBLIC LIBRARY READING AND READING-RELATED PROGRAMS FOR CHILDREN, YOUTH, AND ADULTS

CONTRACT NO. OEC-0-70-4921
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Case studies are presented of 30 public library reading and reading-related programs. Each case includes a description of the program (i.e., program objectives, origin, staff, activities, relations to library and community), estimation of costs (i.e., direct program expenditures, library and library system supporting services, non-compensated services), and analysis of effectiveness (i.e., penetration, survey participant impact, library and community impact). The 30 programs serve a variety of age groups: preschool children (N = 7), elementary school age children (N = 7), young adults (N = 6), adults (N = 5), and more than one age group (N = 5). The programs serve a wide range of socioeconomic groups: disadvantaged (N = 19) and non-disadvantaged (N = 11), urban (N = 19) and non-urban (N = 11). In cost, the programs range from an estimated total of $580 to $164,000. Their activities spread encompasses bookmobiles (N = 9), deposit collections (N = 9), and group activities (N = 12). The programs were selected from 243 public library programs nominated as successful by federal, state, and local library officials. Information on the 243 programs is presented respecting effectiveness (measured through a telephone survey), variety (in terms of funding source, targeted age group, literacy level, socioeconomic group, and program activities), and availability for field visits. Twenty of the 30 case-studied programs are identified as exemplary. These have had an identifiable reading or reading-related impact on certain of their participants at an estimated cost which is reasonable in relation to the extent of participant impact.

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A STUDY OF EXEMPLARY PUBLIC LIBRARY READING AND READING-RELATED PROGRAMS FOR CHILDREN, YOUTH, AND ADULTS

VOLUME I

Prepared for the

Office of Education
U.S. Department of Health, Education, and Welfare
Washington, D. C.

by

Barss, Reitzel & Associates, Inc.
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PREFACE

The term "library" has often been used to signify a collection of information in the form of printed matter. More recently, the term has been enlarged to include the concept of libraries as information centers. However, even the information center definition fails to suggest the range of activities now performed by many libraries.

One of the newer activities involves use of library resources for specific, programmatically-defined functional ends. The study which follows relates to one aspect of the burgeoning activity. We are concerned below with the use of public libraries not only as collection loci and information centers, but also as creators of, and centers for, reading and reading-related programs.

In July 1970, the U.S. Office of Education directed Barss, Reitzel and Associates (B/R) to initiate the research reported hereafter. Ms. Michelle Vale of the Division of Library Programs, Bureau of Libraries and Educational Technology, served as U.S. Office of Education Project Officer from project inception until Fall 1971. Her colleague, Mr. Lawrence Papier, then undertook responsibility for overseeing the transposition of an approved draft into a final product. Ms. Vale, Mr. Papier, and the B/R project staff were counseled throughout by Mr. Arthur Kirschenbaum of the Office of Program Planning and Evaluation, U.S. Office of Education. We wish to give particular thanks to these, our USOE colleagues, for their continuing encouragement and guidance.

Others contributed significantly to the research. Many, but not all, are cited in the pages which follow. We wish to acknowledge our gratitude to all who assisted the B/R project team, while noting that responsibility for the results reported below rests solely with ourselves.

June 1972

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INTRODUCTION*

I. Project Objectives

This study presents the results of an inquiry into reading and reading-related programs sponsored by public libraries. The research was authorized by the United States Office of Education as part of its continuing investigation into methods for extending literary and communications skills, enhancing the desire to read, and increasing enjoyment in books and the printed word. While the study's general purpose conforms to the Right to Read goals enunciated by Dr. James E. Allen, Jr.,[1] the concept that reading should be accessible to all neither originated with, nor was unique to, the period of Dr. Allen's tenure as United States Commissioner of Education.

The present study was carried out under the joint auspices of the U.S. Office of Education's Bureau of Libraries and Educational Technology (BLET), and Office of Program Planning and Evaluation (OPPE). The objectives of the research were to:

(1) Identify effective public library reading and reading-related programs which serve preschool children (ages 15 months to five years), school age children (ages five through 13), young adults (ages 14 to 18), functionally illiterate, and non-functionally illiterate adult populations;

(2) Describe effective public library programs in terms of their costs and benefits;

(3) Project, if possible for the national population, the costs and social benefits of these effective library programs; and

(4) Propose a dissemination plan of information on the identified effective programs, indicating appropriate media and types of audience that the plan is intended to reach.

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* Because of their length, footnotes to this chapter are presented at chapter end, rather than on the page where reference to a footnote occurs. A same-page footnoting procedure is used in the chapters succeeding the Introduction. Appendices are grouped to reflect the chronology of project accomplishment. Consequently, appendix citations in this chapter do not follow in alphabetic order.

Attention was to be given to reading-related as well as reading programs in order to include those programs which might affect reading skills though they were not based on reading per se, and those others which might increase general communications and the flow of information even though print use was little affected.

II. Research Strategy

The initial plan for the research was to locate as many successful reading and reading-related programs as possible; to collect sufficient data on those programs to permit choice of relatively effective programs therefrom; to make field collection visits to a total of 20 effective programs distributed across six different age groups primarily in order to interview program staff and former and current program participants; and to describe the 20 programs in terms of implementation and effectiveness in order to specify which programs were exemplary.

The terms successful, effective and exemplary were operationally defined, hierarchical and progressively inclusive. A successful program was any program nominated by a state library administrator, representatives of the U.S. Office of Education, or other sources used. Effective programs were successful programs which scored relatively high on a quantitative measure of program effectiveness based upon the responses of program directors to a telephone questionnaire. Exemplary programs were those successful and effective programs which, following field survey and individual case study, appeared to meet reading and reading-related objectives at reasonable costs and thus appeared worthy of emulation.

Because of time delays in the conduct of the research, certain modifications of research strategy became necessary. Field visits had been scheduled for the early winter of 1971. Since they could not finally be undertaken until the late spring, proposals for elements of a longitudinal analysis were dropped. As an offset, the total number of site visits was increased to 30. In addition, the number of questionnaires to be administered per site was changed, as were certain of the methodological techniques to be employed in the analysis.[2]

III. Definition of Public Library Reading and Reading-Related Program

For the purposes of this project, the following definitions are used:

A program is a series of planned events serving a well-delimited group of individual participants and centered about a common activity and/or common purpose (or set of purposes). A fairly stable group of attenders and potential attenders is a prerequisite characteristic of any program.

A reading or reading-related program is a program which may have an impact on a participant's interest (e.g., desire to read), behavior (e.g., number of books read, use of library), knowledge (e.g., awareness of the contents of certain magazines), or skills (e.g., reading comprehension level) with respect to the use of printed matter. Multimedia, discussion, lecture and other print or nonprint programs may be considered reading or reading-related programs on the basis of their possible impact, rather than on their direct relation to reading-based activities.

A public library program is a program partially or fully supported by a public library through the provision of at least two of the following:

- Planning and format;
- Materials, facilities;
- Staff and operating personnel.

These definitions exclude programs in which:

- The library contribution is limited to the provision of meeting room space or facilities already available to the general public;
- Participants are individually indeterminable;
- Participants are organizations or agencies, rather than individuals;
- Participation in the program is compulsory;
- Participants are physically or mentally handicapped in ways which directly affect reading ability.

Included among eligible programs, however, are those for the nonambulatory aged, juvenile delinquents and school drop-outs--i.e., those whose potential reading effectiveness is unimpaired by their handicaps.

IV. Selection of 30 Programs to Field Visit

Locating Successful Programs

Several sources were utilized in developing a list of successful public library reading and reading-related programs. The project director conducted interviews with librarians at the American Library Association convention in Detroit, July 1970. Letters requesting nominations of successful programs were then sent to all state library extension directors, Advisory Panel members, and U.S. Office of Education Regional Library Services Program Officers (see Appendix B).[3] In addition, announcements requesting nominations were placed in the Wilson Library Bulletin and the Library Journal.

Two hundred forty-three programs were nominated as successful programs. Over three quarters of these were nominated by state library extension services directors. The Advisory Panel accounted for another 15 percent. We refer to the 243 programs as composing the pool of nominated, successful programs.

Screening Successful Programs

A telephone survey of program directors (see Appendix C) was used to determine which of the nominated programs were eligible for field visit. Eliminated from the pool were those programs: (a) falling outside the definition of a public library reading or reading-related program; (b) not operating during the scheduled field visit period; or (c) initiated after January 1970. Of the 243 programs nominated as successful, 128 (53 percent) were eligible for in-depth study; 115 were not (see Appendix E for the list of ineligible programs). Of those judged ineligible, 47 percent were not going to be in operation during the scheduled field visit period of February-March 1971. An additional 26 percent were discontinued, unknown, unidentifiable, or nonresponsive to contacts, and 27 percent were outside of the definition. The latter group included programs composed only of unrelated one-shot events or those occurring only once a year; programs where no regular participants could be identified; and many book lists and film distribution programs where agencies rather than individuals were participants.[4]

Criteria for Selecting the 30 Programs to Field Visit

Three guidelines initially dictated the selection of the 30 programs to be field visited from the pool of the 128 successful and eligible programs. First, a variety of programs was desired. Since the primary objective of the project was to locate exemplary programs for the nation, the selection process had to ensure that programs for preschool children, elementary school children, young adults and adults (both functionally literate and illiterate) were selected that could serve as models in a variety of settings (urban, rural) and for a variety of participants (disadvantaged, non-disadvantaged). Consequently, programs were initially categorized by goal, rather than by reports of what groups were being served. Second, selection had to cover alternative methods of funding, for the degree to which federal grants had been associated with exemplary programs might prove of interest. Third, since the research was directed toward ultimate identification of exemplary programs, some quantitative measure of effectiveness had to be used. The objective here was not to identify the "most" effective programs, but rather to ensure that all programs chosen for field visits be relatively effective in meeting their reading or reading-related goals.

Measuring Effectiveness

The relativistic sense in which "effectiveness" was addressed needs to be emphasized. No effort was made to identify a threshold point at which "effectiveness" begins. Our ultimate purpose was not to rank programs by "effectiveness" along some absolute scale, but rather to identify "exemplary" programs--and more particularly, characteristics which are generic thereto--for the use of those concerned with the reading and reading-related functions of public library systems. In order to find program exemplars, it first was necessary to identify candidates for field visits amongst those classified as "successful" and "effective."

To satisfy the screening requirement, a simple measure of effectiveness was constructed. Sixteen areas of possible program impact (termed "indicators")[5] were identified through a literature review and discussions with the Advisory Panel, U.S. Office of Education staff, and program staff members at pretest sites (see Figure 1). The effectiveness measure was used to identify site visit candidates. It involved summation of the number of indicators which each program director cited as being applicable to his program during the course of an extended telephone survey.

Indicator summation and comparison of responses across the nominated programs did not ensure that the "most" effective programs would alone emerge as candidates for field investigation. What the screening procedure did do was provide an objective means for compiling a list of possibly exemplary programs. As will be seen in the final chapter, not all programs scoring relatively high on the effectiveness measure proved on field investigation to be exemplary, given the definition used in this research.[6]

Ensuring a Variety of Programs to Field Visit

The 128 eligible and successful programs represented a wide variety of types serving a broad range of participants. Figure 2 summarizes the kinds of programs in this pool.

While only three programs for functionally illiterate adults were nominated, the proportion of programs for preschool children, literate adults and a mix of ages averaged about 30 programs per category. A number of the programs which served functionally illiterate adults were aimed at and indeed served young adults. Programs of this type were placed in a "mixed" category. In all, only 13 rural programs were nominated as successful and therefore eligible for field visits; no programs directed toward functionally illiterate adults occurred in this pool.

Over 75 percent of the programs in the pool of eligibles are not now federally funded, at least according to information supplied by surveyed program directors.

Although less than half of the eligible programs were aimed at the disadvantaged, many more in actuality reach people with low incomes. Many program directors were reluctant to state the income level of the target groups or actual participants; indeed, none of the three programs for the functionally illiterate were reported by their program directors

FIGURE 1

INDICATORS COMPRISING THE PROGRAM EFFECTIVENESS MEASURE *

Indicators of Effectiveness

Increase in average attendance (22)

90-100 percent regular attendance (25)

Increase in regular attendance (26)

Cooperation with community agencies such as grass roots organizations, poverty agencies, social welfare agencies, government, schools, or civic organizations (28)

Program director's judgment of definite benefit accruing to participants, library or community (36)

Changes in use of library such as number of users, circulation, type of material circulated, number of card holders, or type of users (37)

Changes in library operations such as circulation procedures, hiring policy, acquisition or library growth (38)

Requests for expansion coming from participants (or their parents), community groups, governmental agencies, or staff (41)

Definite program staff reaction such as their participating in community more, taking courses, or volunteering time to the program (42)

Definite reaction of non-program staff such as their participating in community more, taking courses, or volunteering time to the program (43)

Inquiries about the program from local or non-local libraries, government or community groups; or for citation in studies or articles (44)

Adoption of program by at least one other library (46)

---

* Number in parentheses refers to Telephone Survey Question Number. See Appendix C.

FIGURE 1 (Cont'd)

Program director's citation that program meets goals (9)

Program director's view of program's strength as being its effect on library or staff, participants or community (47)

Total attendance at all sites of 1000 or more participants (21 and 27)

Change in participants such that there is at least one citation of change in skills or behavior plus at least one citation of any other change (16)

FIGURE 2

DESCRIPTION OF THE 128 SUCCESSFUL AND ELIGIBLE PROGRAMS

	Age/Literacy Category					
	Preschool (N=30)	Elementary (N=17)	Young Adult (N=15)	Adult Functionally Illiterate (N=3)	Adult Literate (N=31)	Mixed (N=32)
Location						
Urban (70)	14	11	6	2	15	22
Rural (13)	4	1	1	0	2	5
Suburban (21)	6	3	3	1	7	1
Mixed (24)	6	2	5	0	7	4
Total (128)	30	17	15	3	31	32
Target Group						
Disadvantaged (53)	10	8	5	0	3	27
Non-Disadvantaged (75)	20	9	10	3*	28	5
Total (128)	30	17	15	3	31	32
Current Funding						
Federal (29)	6	1	5	0	5	12
Non-Federal (99)	24	16	10	3	26	20
Total (128)	30	17	15	3	31	32

* With respect to this apparent anomaly, see text.

as being for disadvantaged, though later investigation has shown all to serve those with low incomes. More than half of the programs for the disadvantaged fall under the mixed ages category, a focus of concentration of federal funding.

Relation Between Program Characteristics and Program Effectiveness

The relation between the characteristics of programs and program effectiveness across the 128 successful and eligible programs was analyzed, both to establish which program characteristics warranted extensive field investigation and to determine the effect which selecting the relatively effective programs would have upon the distribution of programs by target group, location, funding source, and program characteristics. Since the analysis was limited to the relation between program characteristics and effectiveness among the 128 successful programs, comparable relationships may not hold between the 128 successful and those outside of the pool of eligibles. The telephone questionnaire included a limited number of program characteristics; its major function was to measure effectiveness rather than to describe programs fully. The relationships between program characteristics and effectiveness revealed through telephone survey data, then, may be seen as primarily suggestive.

Programs serving elementary school children scored lower on the effectiveness measure than programs in the remaining five groups. While only 11 percent of the 17 elementary school programs scored high on the measure, 39 percent of the pool of remaining programs scored high.[7] Similarly, only 15 percent of the few nominated rural programs scored high on effectiveness. Over twice as many non-rural programs (36 percent) scored high.[8]

Measured effectiveness varied little according to the economic status of participants, or the current source of program funding. While 40 percent of the programs for the non-disadvantaged ranked relatively high on the effectiveness measure, 32 percent of the programs for the disadvantaged ranked equally as high. Programs which program directors reported to be currently funded by the federal government were less likely to rank high on effectiveness than non-federally funded programs. On the other hand, more non-federally funded programs rank in the lowest effectiveness category.[9]

No clear-cut relation between program characteristics and program effectiveness was located within the pool of 128 eligible and successful programs. The size of the budget was unrelated to program effectiveness. Thirty-three percent of the programs that reported no budget (N=78), 41 percent of those with annual budgets under $5,000 (N=7), and 39 percent of those with larger budgets (N=33) rated high in measured effectiveness. Moreover, while 40 percent of the 15 programs which reported the largest budget per participant rated high on the effectiveness measure, 51 percent of the programs with lower expenditures per participant (N=39) scored high on effectiveness.

The types of materials (e.g., print versus nonprint), activities (e.g., degree of participant involvement) and place of meeting (inside or outside of the main library) were all unrelated to effectiveness across the 128 programs. In short, no profile of an effective program could be determined from analysis of the 128 eligible and successful programs.[10]

Since the most important consideration in obtaining a range of programs concerned the age and literacy level of participants, and since an emphasis on early childhood education was part of the Office of Education's national strategy, the number of programs to be selected within each of the six age groups was prespecified as follows:

Preschool	7
Elementary	7
Young Adult	6
Adult Literate	3
Adult Illiterate	2
Mixed Ages	5
	30

A variety of programs in terms of location, funding, and income level of participants was also sought. To ensure this variety, to allow for inclusion of a few programs of special interest to the Office of Education, and to take account of the lack of measured validity in the effectiveness measure, one program per age and literacy group category was chosen outside of the standardized selection procedure. An attempt was made to include one rural, one urban, one federally funded, and one program for the disadvantaged within each age and literacy category.

The 30 programs field visited are listed in Figure 3.

Preschool

Preschool programs which provide activities for both preschool children and their mothers scored higher on the effectiveness measure than programs limited to preschool children. To prevent the selection of combined programs alone, it was decided to choose the two kinds of programs independently.

The Sheboygan, Wisconsin, Mothers' Club and Preschool Story Hour, and the Green Bay, Wisconsin, Preschool Story Hour and Parents' Discussion, had the highest scores on the effectiveness measure among the preschool programs functioning during the field visit period and thus were selected.

Among preschool programs without parental participation, the Freehold, New Jersey, Library Services to Disadvantaged Areas, and the

FIGURE 3

DESCRIPTIONS OF THE 30 FIELD VISITED PROGRAMS

Program	Sponsoring Library	Federal Funding?	Location	Serves Primarily Disadvantaged?
Preschool				
Green Bay, Wisc.	Brown County Library	No	Urban/suburban	No
Sheboygan, Wisc.	Mead Public Library	No	Urban	No
Sullivan, Ill.	Sullivan City Library	No	Rural	No
Brooklyn, N.Y. (LSCA)	Brooklyn Public Library	Yes	Urban	Yes
Atlanta, Ga.	Atlanta Public Library	No	Urban	Yes
Freehold, N.J.	Monmouth County Library	Yes	Urban/suburban/ rural	Yes
Jamaica, N.Y.	Queens Borough Public Library	Yes	Urban	Yes
Elementary				
Corona, N.Y.	Langston Hughes Community Library	Yes	Urban	Yes
Richmond, Ind.	Morrisson-Reeves Library	Yes	Urban	Yes
Muncie, Ind.	Muncie Public Library	Yes	Urban	Yes
Neopit, Wisc.	Menominee County Library	No	Rural	Yes
Quartz Hill, Calif.	Quartz Hill Public Library	No	Rural	Yes
Berkeley, Calif.	Berkeley Public Library	No	Urban	No
Detroit, Mich.	Detroit Public Library	Yes (Model Cities)	Urban	Yes
Young Adult				
Kansas City, Mo.	Kansas City Public Library	Yes	Urban	Yes
San Jose, Calif.	Santa Clara Valley Library System	Yes	Urban	No
Compton, Calif.	Enterprise Library	No	Urban	Yes
Oxon Hill, Md.	Oxon Hill Branch Library	No	Suburban	No
Riverside, Calif.	Riverside Public Library	No	Suburban	No
Orlando, Florida	Orlando Public Library	No	Urban	No
Adult Literate				
Amarillo, Texas	Amarillo Public Library	No	Urban	No
East Meadow, N.Y.	East Meadow Public Library	No	Suburban	No
Dallas, Texas (Seniors)	Dallas Public Library	No	Urban	Yes

FIGURE 3 (Cont'd)

DESCRIPTIONS OF THE 30 FIELD VISITED PROGRAMS

Program	Sponsoring Library	Federal Funding?	Location	Serves Primarily Disadvantaged?
Adult Functionally Illiterate				
Brooklyn, N.Y. (Reading Improvement Program)	Brooklyn Public Library	No	Urban	Yes
Los Angeles (Lincoln Heights), Calif.	Los Angeles Public Library	Yes	Urban	Yes
Mixed				
Oakland, Calif.	Oakland Public Library	Yes	Urban	Yes
Chicago, Ill.	Chicago Public Library	No	Urban	Yes
Fresno, Calif.	Fresno County Public Library	Yes	Rural	Yes
Tulsa, Oklahoma	Tulsa City-County Library	No (prior OEO grant)	Urban/suburban/rural	No
Dallas, Texas (Showmobile)	Dallas Public Library	No	Urban	Yes

Queens Borough, New York, Library-Go-Round were deemed worthy of further study. Also picked for field visit was the Sullivan, Illinois, Reading Program for Preschool Children, a rural program.

The Atlanta, Georgia, Storytelling on the Mobile Unit, and the Brooklyn LSCA Preschool Storytelling were selected as the sixth and seventh preschool programs in large part because they specifically served the disadvantaged.

Elementary School

The programs serving elementary school children did not vary consistently in effectiveness by program activities or location. The seven programs scoring highest in effectiveness were: Berkeley, California, Media Machine; Muncie, Indiana, Townsend Community Center and Richardson Boys Club Libraries; Quartz Hill, California, Ruscelli Boys Branch; and Neopit, Wisconsin, Reaching Out With Books program. The Queens, New York, Langston Hughes Homework Assistance Program was also selected as representative of urban programs for the disadvantaged.

Young Adults

The Kansas City, Missouri, Library Services to the Disadvantaged, and Oxon Hill, Maryland, Folk Music Program scored highest among young adult programs on the effectiveness measure. Three programs which were tied on the effectiveness measure were also chosen: the Orlando, Florida, Young Adult Council; the Compton, California, Young Adult Discussion Group; and the San Jose, California, Federal Young Adult Project. The Riverside, California, Young Adult Advisory Council was added as the final young adult program.

Functionally Illiterate Adults

Only three programs for the functionally illiterate were included in the pool of 128 eligible programs. The Brooklyn, New York, Public Library Reading Improvement Program and the Lincoln Heights (Los Angeles), California, English as a Second Language program were chosen for further study. The remaining program in the category (Wakefield, Massachusetts, Adult Literacy Workshop) had been visited early in the project and was judged to be the least suitable of the three for the project goals. Both the Lincoln Heights and Wakefield programs were tied on the effectiveness measure, scoring below the Brooklyn program.

Literate Adults

Programs for literate adults fell into three categories: senior citizen programs, programs linked to lunch in the library, and a residual category consisting primarily of fairly traditional discussion group programs.

Two senior citizen programs scored highest on the effectiveness measure: the Dallas, Texas, Senior Adults Read Project; and the Van Buren, Missouri, Serve Our Seniors program. Similarly, four programs in the residual category tied at the highest effectiveness level: the Dallas, Texas, What's Happening Book Discussion; the Amarillo, Texas, Study Discussion Groups; the Memphis, Tennessee, Showtime Monday; and the Nashville, Tennessee, Home Demonstration Club programs. The Dallas Senior Adults Read Project and Amarillo Study Discussion Group programs were selected on the basis of geographical considerations.

Although the programs linking lunch to library programs for literate adults did not rank high on the effectiveness measure, it was decided to select the East Meadow, New York, Lunch 'N Books program as representative of this group.

Mixed Ages

The Dallas, Texas, Showmobile/Learning Scene; Chicago, Illinois, Reading and Study Centers; Tulsa, Oklahoma, Mod-Mobile; and the Pittsburgh (Carnegie Library), Pennsylvania, Project Outreach scored highest on the effectiveness measure among the mixed ages programs. However, the Fresno, California, Biblioteca Ambulante, rating next in effectiveness, replaced the Pittsburgh Carnegie Library program to provide the required rural program. The Oakland, California, Latin American Library was chosen as the fifth mixed ages program.

Appendix E lists those program which were eligible for field visits but were not field visited.

The 30 Programs Chosen for Field Visits

Twelve of the 30 programs chosen for field visits are now supported at least in part by federal funds. All but one of the federally funded programs utilize LSCA monies. Although at least two programs each in the preschool, elementary, young adult, and mixed categories are federally funded, only one of the adult programs receives any federal financial support. This fact reflects the federal emphasis on programs for disadvantaged children as well as young adults.

No rural programs for young adults or adults were chosen for the field visits. However, two mixed programs, Tulsa and Fresno, are aimed in part at young adult and adult rural residents. Few wholly suburban programs were selected. Though both the East Meadow and Oxon Hill programs are aimed at suburbanites only, the Green Bay, Freehold, and Tulsa programs attempt to reach additional groups.

Eighteen of the final 30 programs are aimed at disadvantaged groups. Most of the remaining 12 evidence some interest in reaching those in low income areas. The preponderance of programs for the disadvantaged may reflect the influence of federal guidelines, a reluctance on the part of program nominators to cite programs which are not "exemplary" in perceived social significance, and/or a positive relation between innovations in programming and services for the disadvantaged.

V. The 30 Case Studies

The purpose of the field visits was to collect information about the 30 programs in order to describe their operations, and to catalogue associated costs and effects in standard fashion. The case study results would then be reported in a manner distinguishing program "inputs" and operating procedures from program "impacts" or outcome effects.

Program Description: Inputs and Operating Procedures

A Program Description section introduces each of the 30 case studies. Introductory topics include Program Goals, Target Groups and Origin. Following is a major heading on Implementation which discusses Relation to the (larger) Library, Relation to Community, and Program Costs, as well as specific program procedural topics. Insofar as possible, evaluative and analytic materials are left out of the descriptive sections, being postponed for presentation under Program Effectiveness.

Data Collection: Descriptive Items

The goals of the program, and its target groups, were determined through the telephone survey and on-site interviews of program staff. The description of the origin and implementation of the program was constructed from the telephone survey, on-site interviews and observations, and, where available, written reports or evaluations. A Related Program Survey (see Appendix C) was developed and used to provide information concerning the community and library context of the program. Of primary concern were the extent of local knowledge about the program, the extent and types of cooperation or conflict with the program, the general organizational climate surrounding the sponsoring library and program, and outside views of the program's effectiveness. The number and nature of respondents differed by program.[11]

Data Collection: Budget Items

Cost Surveys (see Appendix C) were distributed for completion by cognizant officials at each program, sponsoring library and/or library system. In a number of instances, administrative personnel found the questionnaire difficult to complete because (a) program operating budgets had not been prepared; (b) a substantial proportion of the library's resources were shared in common by several programs which were not accounted for separately; or (c) certain resources required by the (case-studied) program were provided on a volunteer, non-compensated basis. A number of survey forms were returned which substituted aggregate figures for the requested item-by-item budget. In these cases, and in the few cases where clear inconsistencies existed within budget data, project staff made allocational adjustments whenever valid, revised figures could be determined with certainty.

The Cost Surveys and field observations were employed to develop estimated "real" total program costs. Using rigorous cost estimating assumptions for interprogram consistency (see Appendix G), the total cost of (purchased and volunteered) resources required to operate each program for a year was built up from three elements: (a) direct program expenditures; (b) library/library system supporting services; and (c) non-compensated services.

Several cost comparisons are made in the case studies. The major components of each of the three elements of the estimated "real" total program cost are noted with their respective percentage of the total. Also, the relative share of total costs accounted for by program staff, the program collection, and program supplies and services, is identified. Finally, the relationships of total program cost to total library and library system expenditures--and of library and library system supporting services to total library and library system expenditures--are noted.

We have mentioned that a number of reporting libraries lacked accounting systems suitable for direct data transposition to the Cost Survey forms. An additional problem in development of budget data arose from the fact that interprogram uniformity is lacking not only in the manner in which costs are reported, but also in the manner in which individual programs are implemented. The reader is urged to pay careful attention to this fact. Substantial differences in the cost allocations or amounts listed for comparable programs are more likely to result from basic program differences than they are from a lapse in the library's report of accounts. For example, the 500-fold difference reported for book collections in Case Studies 1 and 2 does not mean that a decimal point was misplaced on one of the Survey Forms. Rather, the apparent discrepancy arises from the fact that the two programs use very different procedures for mounting story hours.

The absence of itemized figures and lack of standardized cost accounting techniques necessitated considerable use of estimates. In addition, low and high cost estimates were prepared for each program. The low estimate consists of the direct program expenditures required to mount the program. The high estimate is based on co-occurrence of all the most costly assumptions used in preparing the estimated "real"--i.e., best estimate--program cost.

Program Effectiveness: Impact and Outcome Effects

The second major section of each case analyzes the impact of the program on its participants (Penetration and Participant Impact), the sponsoring library (Library Impact), and the community (Community Impact). In addition, factors which appear to influence the extent of program effectiveness are identified.

Data Collection: Respondent Questionnaires

Three sets of questionnaires were developed to measure the impact of a library program on its participants.[12] The Preschool/Younger School Age Communications Survey (see Appendix C) is a written questionnaire which can also be administered verbally to parents of children in programs. The survey covers programs serving preschoolers and/or children in kindergarten through third grade. The parents rather than the children were the respondents.[13]

The Older School Age Communications Survey (see Appendix C) is a short and fairly simple questionnaire for children in later elementary school grades. The children themselves were the respondents and were interviewed or filled out the questionnaire with the research staff's aid.

The participants in young adult and adult programs were given the Young Adult/Adult Communications Survey in either an oral or written form, depending on the overall literacy level of the program participants (see Appendix C). In those cases in which written questionnaires could not be used, oral, personal interviews were conducted by the TransCentury Corporation.[14] Figure 4 provides a summary of questionnaire use by type of program.

Sampling of Program Participants

Although the method of sampling participants differed at each of the 30 programs, the sampling goal was the same for all programs: to interview a total of at least 50 present, or present and past participants, who were representative of program attenders. Programs fell into five categories defined by two dimensions: availability of participant lists, and number and kinds of program sites. These two dimensions determined the sampling procedure employed. Figure 5 places the 30 programs into the six possible (and five actual) categories.

Sampling at bookmobile programs was completed in two stages. First, a sample of bookmobile stops representing all the program stops was chosen; second, participants at each site were interviewed consecutively until the prespecified number of interviews for the site was completed. The number of interviews per site was fixed to represent the estimated distribution of a given type of participant in the total number of participants. For example, if three quarters of the participants in a program were thought to be black, three quarters of the interviews were assigned to stops where participants were primarily black. At library centers with more than four sites, the same procedure was followed. At community libraries all participants were interviewed until the sample was complete. At series of events, no sample was selected; all participants in attendance during the field visit were interviewed.

FIGURE 4

USAGE OF SURVEY

Respondent Type \ Survey Form	Preschool/ Younger School Age Oral*	Preschool/ Younger School Age Written	Older School Age Oral*	Older School Age Written	Young Adult/ Adult Written	Young Adult/ Adult Oral*
Preschool (Survey administered to parents)	X	X				
Early Elementary (Survey administered to parents)	X	X				
Older Elementary			X	X		
Young Adult					X	X
Adult					X	X
Mixed Ages	X		X		X	

* Note: TransCentury Corporation completed all oral interviews.

FIGURE 5

TYPOLOGY OF PROGRAMS FOR SAMPLING PROCEDURES

Availability of Lists of Participants / Type of Program Site	Not Available	Available
Mobile	Bookmobiles--Atlanta, Freehold, Queens, Detroit, Berkeley, San Jose, Fresno, Tulsa, Dallas Showmobile	None
Multiple, Fixed	Library Centers--Richmond, Kansas City, Chicago	Group Activities at Multiple Sites--Green Bay, Brooklyn LSCA, Dallas Senior Adults Read
Single, Fixed	Community Libraries and Series of Events--Muncie, Langston Hughes, Oakland, Oxon Hill, East Meadow	Regular Group Activities--Sullivan, Sheboygan, Neopit, Quartz Hill, Orlando, Compton, Riverside, Amarillo, Brooklyn Reading Improvement, Lincoln Heights

Where lists of participants were available, participants were generally functionally literate and those present during the site visit completed a written survey. Graduates and absent participants were mailed surveys with return instructions. Where participants were not available to complete the written survey, a random sample of present and past participants was drawn.

Appendix D describes the sampling procedure in more detail and lists the methods and difficulties encountered at each program.

Impact Measurement

Analysis of interviews with participants in the program was the primary means of determining the program's impact. Time did not permit longitudinal data collection or analysis, and funding limitations ruled out standard experimental-control group comparisons. Although the limitations inherent in dependence upon participants to provide data on program impact were obvious, such data were thought to be acceptable in determining which library programs have been exemplary.

Within the case studies, discussion of the penetration of each program is limited to the number and characteristics of the participants who attend, especially with respect to the program's original target group. Data for this discussion were derived from on-site observations, the telephone survey, and the participant questionnaires.

The degree to which a program had an impact on participants was measured in six areas, based on two dimensions (Figure 6). The first dimension differentiates between reading (i.e., print), and reading-related (i.e., nonprint) communications media effects. The second dimension differentiates between affect (i.e., feelings or attitudes), behavior (i.e., actions), and skills or knowledge.

Obviously, the distinctions between the three indicators of reading and reading-related effects--skills and knowledge, behavior, and affect--are of necessity somewhat arbitrary.[15] For example, items specifically including the word "library" (e.g., use of library; feeling about the library) are placed in the reading rather than reading-related category.

Factors Related to Effectiveness

The purpose of the Factors Related to Effectiveness subsection is to analyze the relations between input elements of each program and program impact. The judgments of the observers, program staff, related program survey respondents, and participants are collectively considered in an attempt to specify those factors which inhibit and heighten program effectiveness.

FIGURE 6

DEFINITIONS AND EXAMPLES OF TYPES OF PARTICIPANT CHANGE

	AFFECT (feelings and motivations)	BEHAVIOR (actions)	SKILLS AND KNOWLEDGE (level of ability; cognition and possession of information)
READING (use of print)	Reading Affect a) feeling about reading b) interest in new print forms or subjects c) feeling about library	Reading Behavior a) amount read b) types of material read--books, magazines, different subjects c) purchase of print material d) use of library	Reading Skills a) comprehension Reading Knowledge a) knowing what is offered in print media
READING-RELATED (use of nonprint, communications media)	Reading-Related Affect a) feeling about school	Reading-Related Behavior a) seeing movies, TV, listening to radio b) joining clubs, organizations, taking courses	Reading-Related Skills a) writing--letters, reports, essays b) ability to express oneself better c) ability to fill out forms Reading-Related Knowledge a) library knowledge b) knowing how or where to get needed information

An Overview chapter follows the 30 cases. It contains an analysis of effectiveness-related factors across all programs. The specific characteristics of individual program implementation are examined in relation to their effect on participants. Similarities in the effect of certain characteristics across programs are considered, and an attempt is made to construct elements of successful program paradigms.

FOOTNOTES TO INTRODUCTION

[1] The Right to Read--Target for the 70's, address by J. E. Allen, Jr., U.S. Commissioner of Education, before the 1969 Annual Convention of the National Association of State Boards of Education, Los Angeles, California; U.S. Department of Health, Education, and Welfare, U.S. Government Printing Office, 1970, 0-374-275.

[2] While both the Office of Education Project Officer and the National Center for Education Statistics in the Office of Education have initial responsibility for clearing field instruments, the Office of Management and Budget (OMB) must give final clearance to all field instruments designed to collect data from ten or more individuals. This is done generally to ensure that any survey: is of quality; relates specifically to issues at hand; fits in complementary fashion with other surveys, so that the aggregated data base, as acquired, has widest possible utility; does not impose unnecessarily on respondents either in terms of invasion of privacy, or of over-surveying certain population strata or geographic regions.

OMB may also raise questions about the objectives and design of the project itself. Indeed, this occurred with this project. The primary issue of concern to OMB was the degree to which long-run social benefits and, to a more limited degree, costs, could be projected given the design of the study and associated instruments. For example, the limited funds available made it impossible to field visit more than 30 programs. The limited time frame of the project made a longitudinal design impossible. The number of questionnaires to be administered per site was reduced from an average of 200 to about 60 per program because of the abandonment of longitudinal analysis and control groups. Modifications in the amended work statement (Appendix A), and in this report, reflect the issues raised by OMB.

The most deleterious effect of the survey clearance process on this project was the time necessary to clear two sets of survey instruments (Telephone Survey and Participant Surveys). Approximately nine months were involved in reviews, conferences, and revisions of the six data collection instruments from the time of first submission to final clearance. The primary impact of the unexpectedly long clearance interval was to continually postpone and shorten the span of the field visit dates from the original February to March period, to the final field visit period limited almost entirely to the month of June. The delays pushed the field visit period up to the closing of many library programs tied to the school year. Several preschool programs could not be field visited; other programs could be visited only under subnormal conditions due to vacations of key personnel, operational changes tied to the school year, and the improvement of weather causing in decrease in program attendance.

[3] Initial plans had assumed that the Advisory Panel would serve as the primary nominator of successful programs. However, the Project Director's interviews with experts in public library programming at the Detroit American Library Association Conference, July 2-3, 1970, indicated that few librarians were aware of public library reading and reading-related programs outside their immediate localities. Consequently, no advisory panel could have chosen 100 potentially exemplary programs from the myriad of possibly successful programs.

An Advisory Panel to this project was established, and its initial meeting was held on August 4, 1970, at the B/R offices in Cambridge, Massachusetts. Among the members of the Advisory Panel were the President-elect of the American Library Association, and the President-elect of the Public Library Association. A complete listing of the panel members is presented in Appendix B. The panel spent one day discussing various methods of locating successful public library reading and reading-related programs, alternative procedures for selecting programs to survey in depth and to field visit, limitations of different measures of library program effectiveness, and possible difficulties that could arise in evaluating the final pool of programs.

The panelists were sent a letter formally requesting program nominations. The panelists nominated over 30 programs. Later, panel members were asked to rank a variety of effectiveness measures. They also made many suggestions on successive revisions of all questionnaires.

[4] The program directors were interviewed by means of a telephone questionnaire rather than the more customary written questionnaire for several reasons:

(1) It was believed that a phone interview would guarantee a better response rate than a written questionnaire;

(2) The phone questionnaire would make possible the immediate clarification of any questions, terms, or phrases that might otherwise be confusing. This was extremely important because of the wide variety of program types;

(3) The phone questionnaire would enable the interviewer to get a feel for the program and to obtain additional information relevant to that program or to probe the program director for more complete answers;

(4) In some cases, nominations of programs were incomplete or inaccurate in listing the name or address of the program director, the name of the program, or the sponsoring library. A phone questionnaire would facilitate locating the appropriate respondent and program.

[5] Note that the term "indicator" refers to a response to a telephone questionnaire question, and that the term "measure" refers to a combination of indicators.

[6] An analysis of the effectiveness measure used to select the 30 programs indicated that the ranking and selection of programs is partially sensitive to construction of the measure.

(1) An additional seven effectiveness measures were constructed by combining different subsets of the 16 indicators. Two of the additional measures were based upon the recommendations of the Advisory Panel. The panel had received a list of the 16 indicators and had weighted them according to their perception of the validity of the indicator for measuring effectiveness. The lowest relation between effectiveness measures was between the measure of effectiveness used in the selection process, and a measure summing the four indicators rated highest by the Advisory Panel. However, the correlation between the Panel measure and the measure used for the selection was .69.

(2) The cut-off level at which effectiveness on an indicator was acknowledged was increased; that is, more evidence was required (for example, by citation of at least 10 percent positive change) before effectiveness was indicated. The effectiveness measure used in this report, and the seven alternative measures of effectiveness, correlated above the .90 level with corresponding measures based on higher indicator cut-off points.

(3) Four of the seven alternative effectiveness measures were used to select programs within age groups on the basis of measured effectiveness. (The largest discrepancy resulted in the selection of six programs, when using a Panel measure, that were not selected when using the effectiveness measure ultimately employed.)

[7] Specifically, the percentage of programs which reported effectiveness on at least eight indicators were 38 percent for preschool, 47 percent for young adults, 48 percent for literate adults, 33 percent for functionally illiterate adults, and 28 percent for mixed programs.

[8] While only 15 percent of the rural programs scored high, 29 percent of the suburban, 39 percent of the urban, and 46 percent of the programs serving more than one area scored high on the effectiveness measure.

[9] While 17 percent of the 29 federally funded programs were low in effectiveness, 28 percent were high. Twenty-seven percent of the 99 nonfederal programs were low in effectiveness and 38 percent were high. A majority of federally funded programs thus were measured as moderately effective.

[10] In order to search further for patterns of effective programs, a pattern analysis of the 128 successful and eligible programs was undertaken. Pattern analysis is a taxonomic technique by which qualitative and quantitative variables or attributes can be manipulated to produce typologies of units. The technique determines the similarity of units by determining a similarity level among programs. At the .6 similarity level, only seven of the 128 programs formed a cluster. That is, even when the demand for similarity among programs was relatively low, only about five and one half percent of programs could be placed into an empirically meaningful group. This again indicates the difficulty in profiling "the" effective program among the 128 programs.

[11] An attempt was made to locate:

- Principals or librarians at the three closest schools serving the appropriate age groups (including adult evening schools, private, or parochial schools);
- Program directors of up to three other library programs at the same or nearby libraries serving the appropriate age group;
- Program director of the closest poverty program unit--if the reading program was in or close to an anti-poverty target area;
- Program directors of three programs or agencies the library program director mentioned as having contact with the program; and
- Program directors of any other programs attended by more than one quarter of the library program participants.

[12] Although the in-depth studies focused on five target groups--preschool, elementary, young adult, adult functionally illiterate, and adult functionally literate--it was found unnecessary to develop five completely different participant questionnaires because:

(1) Many potential program effects are common across participant groups;

(2) Many questions are open-ended and allow for a variety of program-specific descriptions of impact;

(3) Many questions are not specific to participant groups, although they are specific to kinds of programs; and

(4) Individual pages and questions can be inserted or removed depending on whether the respondent is literate or functionally illiterate.

[13] Preschool children are very inconsistent in their responses even to forced paired-choice questions. Although interviewing parents introduces the problem of the respondent being once removed from the participant and his reaction, it was felt to be preferable to relying on the school children. Articles by Richard Q. Bell, "Retrospective Attitude Studies of Parent-Child Relations," *Child Development*, Vol. 29, Number 3, September 1958, pp. 322-338, and E. S. Schaeffer and R. Q. Bell, "Development of a Parental Attitude Research Instrument," *Child Development*, Volume 29, Number 3, September 1958, pp. 339-362, point out that when properly developed, an instrument administered to parents can accurately reflect a child's behavior.

[14] TransCentury's standard operating procedure was to hire indigenous interviewers once the specifications of the interviewing task were fairly well fixed. Thus, for example, American Indian interviewers were hired for part of the work in Neopit, Wisconsin; Chicano interviewers in Fresno, Oakland, and Los Angeles; and black interviewers for programs serving black participants in Chicago and Detroit. The supervisors of the interviews were members of TransCentury's staff. The supervisors trained the interviewers on the first day. Usually the interviewers surveyed interviewed participants three to five days after.

Validation of interviews, when the supervisor was not present during the interview, was accomplished through phone calls to 10 percent of the respondents to confirm that proper interviewing procedures were followed.

[15] Instead of focusing on whether or not a program met the stated goals, we focused on the effect of the program on its participants' reading and reading-related skills and knowledge, behavior, and affect.

We chose not to base our in-depth evaluation of a program on whether or not it met the program director's stated objectives, since those objectives might not reflect the significance of the program in terms of impact on participants. For example, some program directors cited an objective of the program to be gaining support for the library's bond issue. Yet the real impact of the program might lie in the fact that the participants improved their reading ability or were influenced to go to college. Furthermore, we wanted to be able to measure changes which might not be apparent even to those intimately connected with the program.

Since no questionnaire or study can cover everything, a subset of significant participant changes was chosen as representative of those that might result from library programs in general. To gain more flexibility for individual programs, we sent copies of the appropriate questionnaires to the directors of the 30 programs selected for in-depth study, asking them for recommendations. None suggested any additions or deletions.

CASE STUDY NO. 1

Preschool Story Hour and Parents' Discussion
Brown County Library
Green Bay, Wisconsin

I. Program Description

Introductory Summary

The Brown County Library in Green Bay, Wisconsin, operates a Preschool Story Hour and Parents' Discussion program. The program runs in series of four to six weekly story hours for children aged three to five. Simultaneously, the children's parents (generally the mothers) attend lectures and discussions on topics of interest to parents of young children.

The program is aimed at both middle class and lower class sections of Green Bay and some outlying areas. Sessions are held in the main library, several branches, and a community building. Seventeen series were held in the past year. Community agencies provide occasional speakers and make referrals, but the program is otherwise not closely linked to any community groups. The annual estimated cost of the program, $8,300, is covered by the library system.

Goals

The program was originally designed to introduce children to books and the library. In order to have parents nearby in case of emergency, the director, Mrs. Patricia LaViolette, decided to hold programs for them. Now the parents' part of the program is equally important. In Mrs. LaViolette's words, the program now aims to "introduce both children and parents to using the library and sharing books."

Target Groups

The age groups at which the program aims have remained the preschoolers, ages three to five, and their parents. Recently, the program staff has decided to expand the program to serve new locations and a wider range of income levels. This new orientation can be attributed partly to the library in Green Bay becoming head of the entire county library system, thus becoming responsible for a wider geographical area, and partly to a growing concern that there were many people the program was not reaching. Among these are both people in poverty areas and people in the rapidly expanding metropolitan areas which do not yet have libraries or other neighborhood public facilities.

The majority of the target group is still composed of middle or lower middle class people. The program director feels that it is important not to forget the culturally deprived suburban family in the rush to develop programs for the underprivileged.

Origin

When Mrs. LaViolette became children's librarian about 12 years ago, she immediately elaborated upon the existing story program. She spiced it up by adding such things as dramatics, songs, and finger plays, and then developed the parents' program out of the need she felt to have parents around in case behavior problems or emergencies happened to arise. After she had gained confidence in her own and her staff's ability to handle children, Mrs. LaViolette continued the Parents' Discussion, and it now exists in its own right.

Implementation

The program has expanded from a story hour in one library. During the past year, the library has delivered about 18 series of six weekly sessions each, held in the morning for a half hour. Of these, four series were held in the main library, 12 were spread among eight branches, and two abbreviated series were held in a neighborhood church, without the parents' programs because of lack of space. In previous years the program has also been held for Head Start classes.

Enrollment is limited to 20 children per series. Often, if the demand is great enough, a second series has been organized. Otherwise waiting lists are employed. Though the Parents' Discussion does not purposely exclude men, the participants have almost always been women.

Activities

The Story Hour activities revolve around Mrs. Kathy Lawton, the storyteller. Lasting half an hour, the Story Hour includes one longer story and two or three shorter ones depending upon how Miss Kathy, as the children call her, feels the group is reacting. Spaced among these are finger games, films and songs. Miss Kathy's story presentations are more dramatic than the simple reading of a story, and she spends much time rehearsing them. Further enhancing the fast-paced presentation is Miss Kathy's use of song and the guitar, which seems to be particularly liked by the children. At the sessions observed, the children frequently made requests for songs.

Parents' Discussion activities, led by Mrs. LaViolette, center around child-related topics. One session is always dedicated to introducing parents to good children's literature. Among other topics discussed are special things to do with children, such as decorating a child's room, introducing the preschooler to art, and planning parties for children. There are often discussions on how to handle disciplinary problems. From time to time the program has had volunteer speakers from the city school board and from a family services agency. After each program, books for both children and parents are displayed on a table for parents to check out. These are hardcover books, including standard preschool story books, intended for use both in the program and in the library's regular collection. Mimeographed sheets describing finger plays and other games to play with children are given to the mothers.

Staff

Because of Green Bay's relative geographical isolation, trained children's librarians are scarce. Mrs. LaViolette is, in fact, the only professionally trained children's librarian in the vicinity. The library therefore makes much use of people without library backgrounds. For this program, Mrs. LaViolette hires two part-time staff without library training. Each works 20 hours a week. One serves as storyteller for the youngsters; the second assists the storyteller in dealing with the children and is in charge of checking out books. A second person with the children is felt to be necessary to allow the program to run smoothly without interruptions. Besides giving presentations, the storyteller and her assistant spend time helping in the library and preparing future programs.

The director is very much aware that selection of staff is important for a program of this sort, because staff members are in front of an audience, not behind the scenes or in the book stacks. Interest in children is of course a prime requisite, but along with this the program director looks for people with outgoing personalities who are neat and pleasant-looking.

In choosing a new storyteller, the director has the candidate present a story to her. Once chosen, the new storyteller goes over techniques with Mrs. LaViolette for training, and is then set free to explore the realm of children's picture books. She first watches a class, next takes over a story and then the entire program in a two-week mutual trial period.

The present storyteller, a good example of the kind of person Mrs. LaViolette looks for, is a recent college graduate with no previous work with children. She is young, has a vibrant personality and much talent as an entertainer. She adds to her presentation wearing bright, eye-catching clothes.

Mrs. LaViolette, responsible for the whole program and in particular for the Parents' Discussion, is the county children's librarian, and works full time at the library in Green Bay.

Publicity

Because the program is well-established and perennially popular, the need for publicity is slight. Most frequently, a notice printed in the local paper is enough to fill the class. Church bulletins are a second source of publicity felt to be especially productive of results.

Relation to Library

As noted above, the program has expanded from the main library in Green Bay to eight branches, which provide space for the sessions. The branches do not otherwise assist in the program through planning or leading activities.

Relation to Community

In neighborhoods lacking library facilities, the program seeks cooperation from the community in finding a meeting place. In one location programs were held for the first time this spring in a church recreation room.

The Green Bay School Board and a family services agency have provided volunteer speakers. Community agencies, among them a guidance clinic, make referrals to the program.

Program Costs

Estimated real total program costs during fiscal year 1970 were $8,300 (Figure 1). The program does not have an independent operating budget and is entirely supported by existing Brown County Library resources and space provided by community institutions.

The program collection expenditures constitute 66 percent of total program cost. Staff requirements accounted for 25 percent of total program cost. The staff consists of a children's librarian and two part-time professionals, each working approximately 20 hours a week during the period the program is in session. Program space was provided by the library system at its central location, at branch library facilities and in a community facility.

The supporting library, Brown County Library, had total expenditures of $464,300 during fiscal year 1970. Library/library system supporting services and estimated real total program costs account for 1.7 percent of the library's total expenditures.

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional		$1,950		$1,950
Nonprofessional		100		100
				2,050 (25%)
II. Collection				
Books and Audiovisual Materials		5,500		5,500 (66%)
III. Program Services & Supplies				
Rental Equivalent		650	$100	750 (9%)
TOTAL		$8,200 (99%)	$100 (1%)	$8,300

A high estimate of annual total program costs is based on the following assumptions:

- Staff requirements are 25 percent higher than originally estimated;
- Collection requirements are 20 percent higher than originally estimated;
- Rent equivalent of physical facilities calculated on a square foot-hour basis of $0.0055.

The high estimate would be $10,660, which is 29 percent higher than the best estimate.

II. Program Effectiveness

Summary of Program Effectiveness

The Brown County Library Preschool Story Hour and Parents' Discussion has successfully introduced children to books and to the library. A majority of parents report that their children are more interested in reading and learning how to read, that they read or look through books more, and that they have a better understanding of what they read, because of the program (Figure 2). The children's views of schools and libraries have also become more favorable. The social and verbal communications skills of a majority of children are reported as improving. However, only a minority of parents report that the program has taught their children specific skills relating to the use of print.

A majority of parents report on their own part an increased knowledge of the library, the community and child care. They also report increased use of the library in general and of books in particular.

While the program has been run at branches previously lacking any special programming, the library system or community impact of the program has been minimal.

Penetration

The recent expansion of the program has led to many new audiences across the spectrum of socioeconomic levels. Many of the branch libraries brought into the system had not been doing any programming of their own previously. The branches now served through the expansion include two in poverty neighborhoods, one in a Polish

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: None Impact (Child): More interested in reading (94%) Changed view of library (94%) Wants to learn to read (76%) Wants to go to other library programs (79%) Impact (Parent): More interested in library events (90%) Want to get child interested in reading (100%)	Goal: Introduce to books and the library Impact (Child): Reads or looks at books more (91%) Impact (Parent): Read more (65%) Use library more (52%)	Goal: None Impact (Child): Understands better what he reads or hears (79%) Impact (Parent): Learned more about what's going on in library (90%)
Non-Print	Goal: None Impact (Child): More interested in school (79%) Feels more grown up (85%)	Goal: None Impact: None	Goal: None Impact (Child): Gets along with other children better (64%) Gets along with adults better (51%) Explains things better (75%) Impact (Parent): Learned more about what's going on in community (52%) Learned more about child care (55%)

working class area, one lower-middle class and one middle class area. The program is reaching both rural and urban areas. The church-based series was in a new suburban middle class area.

When a series is offered, it is immediately filled without any recruitment problem. About 340 children, and less than 300 mothers, participated in the past year. Further expansion is certainly possible to fill the need.

During time allotted for field visits, only the two series given at the church were ongoing. These two did not include a Parents' Discussion. Therefore, mothers of children in the two series were asked to accompany their children that morning. Of those who attended, all 24 filled out the written Preschool/Younger School Communications Survey for parents who do not attend a concurrent program.

To obtain a sample of graduates, Mrs. LaViolette arranged for parents and children from the DePeres branch program held earlier in the spring to attend an extra program. All nine of those mothers who came filled out the Preschool/Younger School Age Communications Survey for parents who attend a concurrent program.

Participant Impact

The children whose mothers were interviewed are all four to five years of age. There are approximately twice as many boys as girls. One third participate in either nursery school or kindergarten classes as well as the library program.

The mothers interviewed are all white, middle or lower-middle class. Most are housewives. Fifty-three percent have graduated from high school and 35 percent more have also had at least some college. Their husbands are for the most part employed in various aspects of the large paper industry in Green Bay.

Mothers state that they brought their children primarily in order to give them a stimulating experience. Three fifths say specifically that they brought their children for that reason, and two thirds mention additionally that they have been attracted by content and materials.

The program evidently provides what the parents seek for their children, since among those things which parents mention they particularly like, the stimulation provided by the program ranked highest. Other factors which parents approve of are the opportunity to learn, the type of activity offered, and the access to books provided by the program.

Specifically, parents feel that their children's attitudes towards books and reading have improved because of the program. As seen in Figure 3, over 90 percent report that their children now want more books, or are more interested in reading. Seventy-six percent say their children are now more eager to learn to read.

Actual reading behavior is also felt to have changed. Ninety-one percent say their children are now reading or looking at more books; 96 percent of these feel the change is due to the library program. Twice as many children are reported looking through books daily after program participation, in contrast to pre-program behavior (from 36 percent to 70 percent).

Attitudes toward the library are favorably changed. Seventy-six percent say that their children both like the library more and want to go there more often. Almost four fifths (79 percent) report that their child now wants to go to another library program.

Children's communications skills are apparently greatly increased. Parents report that their children are now better able to understand and explain things, and are getting along better with others. Nearly four fifths understand better what is read to them or what they themselves read. Three fourths can now better explain things to others, and 45 percent can make themselves better understood. Interpersonally, they now get along better with other children (64 percent) and adults (52 percent) and can better follow directions (61 percent). These are school readiness skills the parents had hoped the program would instill. Mothers were particularly concerned that their children learn to get along in a group.

Specific print skills are not as greatly affected. Part of this can be attributed to the fact that many children already possessed some of the skills listed and other skills were beyond their level. The program has positively affected the ability of between 30 and 40 percent of those who could count to 10, say the alphabet, and/or recognize basic colors. More difficult skills such as being able to either sound out words or recognize isolated letters of the alphabet have also been affected in one third of the cases.

In general, parents are well satisfied, feeling that the program has both helped the child's self-image and better prepared him or her for school. Neither the parents nor the program staff feel that the program dramatically helps academic skills.

As for the parents themselves, 90 percent report a heightened interest in and knowledge of the library as a result of bringing their children to the library, though little more than half that

FIGURE 3

AREAS OF PARTICIPANT IMPACT (CHILD)

General	Percentage Reporting Program Impact Preschool/Younger School Age (N=33)
Affect:	
Has made my child more interested in reading	94%
Has affected my child's view of library	76
Has made my child feel more grown up	85
Has affected my child's view of school	79
Behavior:	
Time reads or looks at books	91
Reads or looks at magazines or newspapers	36
Watches educational TV	33
Skills and Knowledge:	
Understands what he reads or hears	79
Gets along with other children	64
Program Specific	
Affect:	
Has made my child want more books	94
Has made my child want to go to other library programs	79
Has made my child want to learn to read	76
Skills and Knowledge:	
Explains better	75
Gets along with adults better	51
Learned alphabet	30
Recognizes isolated letters	16
Sounds out words	33
Counts to 10	27

number report actually using the library more. However, about 65 percent of the mothers report they are now reading more (see Figure 4). Their interest in other community events and in child care has also been somewhat stimulated. All of the parents claim to be even more interested in stimulating their children's interest in reading than they were previously.

Library Impact

The program is having an impact on those branch libraries now in the system. As previously stated, at least some branches had not had any previous programming of this nature. No apparent effort is made to encourage branches to adopt similar programs of their own.

Community Impact

The people in this area are apparently eager for help the library can offer. There are no other programs in Green Bay aimed at both parents and preschoolers, and few for either age group by itself. This is fertile ground for further programs. Several parents indicated a desire for adult programs, either to help their children during the week with games and stories, or special activities and special help for adults. One parent said:

> I think that they could give the children pamphlets to take home to their parents with reference to the program for their parents. They need something for the parents so that they can follow up during the week. They should sponsor activities for the parents.

Factors Related to Effectiveness

Program observations confirm Mrs. LaViolette's estimation that the personality of her storyteller is the most important factor in the effectiveness of her program. The children are quite evidently taken by Miss Kathy. Her dramatic presentations of stories interest even the adult observer, and are enhanced by her musical talents.

> My child likes the teacher very well and [from] what I can tell she likes children very well and handles them beautifully.

A secondary factor leading to effectiveness of the program is the relative vacuum in which it operates.

> My daughter was through with nursery school, and I wanted an interesting, inexpensive, stimulating activity for her until she entered kindergarten.

FIGURE 4

AREAS OF PARTICIPANT IMPACT (PARENT)

	Percentage Reporting Program Impact
	Preschool/Younger School Age (N=33)
Affect:	
Become more interested in library events	90%
Want to get child more interested in reading	100
Behavior:	
Read more	65
Use library more	52
Watch educational TV more	32
Skills and Knowledge:	
Learned more about what's going on at the library	90
Learned more about what's going on in the community	52
Learned more about child care and education	55

Finally, the use of two people working with the children facilitates a smooth presentation. With the help of the aide, the storyteller never has to stop her presentation to discipline a child or take care of any problem which may arise. For example, during the field visit observations at one program, a little boy suddenly developed a nosebleed. The aide was able to care for the child without distracting the others. Most of the children were unaware that anything had even happened.

CASE STUDY NO. 2

Mothers' Club and Preschool Story Hour
Mead Public Library
Sheboygan, Wisconsin

I. Program Description

Introductory Summary

The Mead Public Library in Sheboygan, Wisconsin, sponsors a biweekly Mothers' Club and Preschool Story Hour. While four- and five-year-olds listen to stories, watch filmstrips and puppet shows, and do finger games in the Children's Room, their mothers attend a program next door which features speakers or films on family and child-related topics. Downstairs in a small office is the "Kiddie Keep" where two- to four-year-olds are kept busy with games and toys during the hours that their mothers and older siblings are attending program events.

The estimated cost of the program was $1,601 in 1970, borne entirely by the Mead Public Library.

Goals

The program director, Mrs. Alyce Siminow, cites several goals for the program: (1) to promote good family relations; (2) to interest young mothers in family-related areas of information they don't get elsewhere in the community; and (3) to create a group experience for the child in the Preschool Story Hour.

More detailed aims of the Story Hour portion were brought out by Mrs. Bernice Busse, "the Story Lady." She plans the preschool activities to get the child ready for school by teaching social skills such as sharing and manners, listening skills, physical coordination, and basic knowledge like counting and colors. She also hopes to give each child a first concept of the library as a "fun place."

Target Groups

The Mothers' Club and Preschool Story Hour is intended to serve two age groups simultaneously: preschool children aged three to five, and their mothers. In addition, children below the age of three for whom there are no other babysitting facilities are informally watched and entertained in the "Kiddie Keep." The program is for all income and racial groups.

Sheboygan, a city of 49,000 on the shore of Lake Michigan, is supported by farming and some industry, notably Kohler Plumbing Company. The library is centrally located and is served by one of the few city bus lines. The population is predominantly white and of

German-American background. A small Spanish-American community, presently numbering around 500, is beginning to form in the city.

Origin

The program has grown from a very modest beginning in 1962 as a story hour. Mrs. Siminow, the program director, remembers reading to individual children on occasion, while still firmly believing that "every Children's Room needs a story hour." Noticing that the mothers were just sitting around during the Story Hour, Mrs. Siminow organized a program for them, too--the Mothers' Club. The need for care for children too young to attend the Story Hour soon became evident, as mothers were bringing their littlest ones to the Mothers' Club, with resulting increases in the noise level. Hence the "Kiddie Keep," an in-library baby-sitting service, was established as a convenience for the mothers.

Implementation

Activities

The two parts of the program and the "Kiddie Keep" are coordinated to some extent, for they take place simultaneously. They meet on alternate Fridays from 10 A.M. to 11 A.M., September through June. Mrs. Siminow has general responsibility for all three, though activity planning and presentation are done separetely by staff assigned to each part. Occasionally all three groups meet together, for instance for a party at the end of the year.

Preschool Story Hour. Mrs. Busse, the storyteller, has the help of two children's librarians--one to assist with materials like the flannel board, film strips, or puppets, and the other to help with any children who get restless, want their mothers, or create a distraction from the activity.

In addition, one staff member works at the circulation desk, as the public may still use the Children's Room while the program goes on at one end of it.

Activities stress variety, educational value, and fun. The hour begins with the lighting of the Story Candle, which, as all the children are quick to chorus, means "Quiet!" Stories, finger plays, filmstrips, and exercises follow in rapid and well-planned succession. Mrs. Busse tries to relate reading to the children's own experiences. To start off a story about pancakes, for example, Mrs. Busse asks, "Have you ever watched your mother make pancakes? What does she do?" With other stories she emphasizes word skills--"listen for words that sound alike" --or counting or naming colors. Physical coordination gets attention with games involving foot-stamping and hand-clapping. Sometimes the children participate in plays as an aid to overcoming shyness and learning to work together. Graham crackers and milk are served, much to the children's enjoyment.

These activities last a full hour. Some staff feel this is too long for preschoolers, but less time would be too little for the concurrent Mothers' Club.

The group is extraordinarily large for a story hour--about 65 on the average with an all-time high of 91 preschoolers. The staff, however, is effective in capturing and holding the attention of this large number of preschool children.

Mothers are made to feel welcome in this part of the program. Each is encouraged to stay with her child through the first couple of sessions until he becomes comfortable with the group. The mothers are invited to sit in at any time to see what their children are experiencing. Most, however, choose to go to the Mothers' Club.

Mothers' Club. The Mothers' Club is an equally important part of the program, though it is smaller (average attendance is about 35). While Mrs. Siminow has general responsibility for all parts of the program, she is directly involved in planning, coordinating and running the Mothers' Club.

Mothers' Club sessions are planned around a new theme every year, such as "Family Life Education if Everyday Living" and "A Child Builds Relationships." Past themes have reflected the program goal, noted above, of providing information on family-related topics. The information stressed is of the type the Sheboygan mothers do not usually get from community organizations.

The topic for a given session may be presented in a variety of ways. Presentations this past year, for example, included:

- "Safeguarding Children's Lives"--presented with a film;
- "Educational Challenges"--a book review;
- "School Experiences"--a talk by a guidance counselor; and
- "Family Living and Sex Education"--a record followed by discussion.

Generally, each presentation is followed by a few minutes of discussion. Psychology-related topics usually arouse the most interest (according to program staff, these sessions are "mobbed"), and there is correspondingly more time allowed for discussion.

Before and after the program, the mothers take the opportunity to socialize and exchange news. Provision of coffee at five cents a cup supports this social aspect.

The program proceeds with a high tolerance for child-caused interruption. Sometimes a youngster is too upset without his mother to remain in the "Kiddie Keep" and is then brought to the Mothers' Club. The presentation attempts to continue despite whimpers and a few wails.

The program observed during the field visit seemed to exemplify a typical format. At that session, the mothers presented a play called "Reasons Behind Behavior: An Act of Vandalism." In the few minutes available afterwards for discussion, several mothers offered interpretations of the problem presented in the play and how they would deal with the problem in their own families. It was apparent that the discussion could have lasted much longer and still have held the mothers' interest, but by then the preschoolers were bursting in the door, and babies and toddlers were being brought in from the "Kiddie Keep."

The participants sometimes pursue a topic beyond the confines of the Mothers' Club format. Frequently several mothers talk with speakers after the program and ask more specific questions relating to their personal circumstances. One speaker, a dentist, was invited to come to a family's home and give more detailed information on dental care for children.

Mrs. Siminow makes a point of talking informally with mothers before and after the program, both to say hello and to provide an avenue for participant feedback. She seeks their reactions to speakers and their suggestions for future topics. Where possible these suggestions are followed through. However, there are occasional requests for a subject like interior decorating, which Mrs. Siminow feels "is not the purpose" of the Mothers' Club. She prefers to stick with topics the mothers cannot find out about elsewhere.

"Kiddie Keep." The "Kiddie Keep" is set up more as a service to mothers than as a program in itself. In a tiny office, one children's librarian and two volunteers from the Mothers' Club entertain from four to eight children under the age of four with story books, games and toys. Two years old is the minimum age for the "Kiddie Keep," but this limit is not enforced.

Materials and Resources

The Mothers' Club utilizes many outside resources both for speakers and materials. A typical year offered as speakers a veterinarian (on children's pets), the assistant director of the Rehabilitation Center, the elementary school art supervisor and music supervisor, and representatives from the Senior Citizens Clubs. The library does not pay a speaker's fee.

Staff

The program uses a large staff of six librarians, most of whom are professionally trained and work in the Children's Department. Mrs. Siminow holds a master's degree in library science. She is an innovative and energetic woman who singlehandedly started the Sheboygan program, and is now in charge of the Mothers' Club program. Mrs. Busse, a former elementary school teacher, was hired as a storyteller and planned originally to work with the Story Hour for only three years. But she has enjoyed it enough to stay for what is now almost 10 years. She does most of the planning and takes the central role in presenting Story Hour activities. Occasionally, the library secretary and even the library director lend a hand in "Kiddie Keep" or coffee serving duties.

The program maintains a link with the State Division of Health. This came about several years ago when Miss Irene Luethge, a consultant in the Section of Child Behavior and Development, heard about the Mothers' Club and Preschool Story Hour and felt the program demonstrated methods of preventing serious problems in family relationships. Also, at that time the Mead Public Library had almost the only program in the area which served mothers and preschoolers simultaneously. Since then, Miss Luethge has acted as a state-paid consultant for the program. She helps plan each year's activities and suggests appropriate films to use and knowledgeable people to contact. It is through Miss Luethge that the library is able to borrow films and other program materials from the State Division of Health.

Materials such as films and educational records come either from the library's own collection or, more often, from the State Division of Health, probably the program's most-used resource.

Facilities

The program uses three room areas for each session: a children's area in the Children's Room, a mothers' area in the library's Forum Room, and a very small office for the "Kiddie Keep."

Publicity

Publicity for the program takes the form of fliers mailed at the beginning of each year to the previous year's participants. Short articles appear in the Sheboygan newspaper the day before each session, and free coverage is given on two local radio stations. A library public relations worker writes interesting and informative articles on the program which the newspaper prints in full. She mentions the topic of the Mothers' Club program and names the stories, filmstrips, puppet plays and finger plays to be done during the Preschool Story Hours. In addition, word-of-mouth publicity draws a large number of participants.

Relation to Library

An integral part of the Mead Public Library, the program receives materials, staff, and facilities from the library. According to program staff, the library has "a very generous policy on equipment." A contributing factor may be that the library runs other children's programs (story hours for Head Start and the Rehabilitation Center, special events for elementary school classes) which can use the same equipment as the Preschool Story Hour.

The Mothers' Club and Story Hour has the biggest staff commitment of all the library's programs, with the possible exception of the summer reading program.

Non-program staff at the library have "cooperated beautifully," according to Mrs. Siminow. Noise is a problem but is apparently tolerated fairly well. The library director gives Mrs. Siminow a rather free hand to experiment with the program. Although he has no direct part in it except for final approval, he shows an interest, often in amusing ways. He has been known to make the Mothers' Club coffee in the absence of his secretary, who normally does this. When the "Kiddie Keep" is shorthanded, he releases his secretary to help out.

Relation to Community

The program makes no attempt to affect the community aside from individual participants and their families. Ties with community groups and social agencies are, however, maintained in the search for speakers. Recent speakers from the community have included the director of the J. M. Kohler Art and Recreation Center, representatives from the State Welfare Department, and a speaker affiliated with the State Mental Health Division. The County Welfare Department has in the past suggested to some clients that they attend the program.

In its event planning, the program does try to fill what the staff evidently perceive as a lack in the resources offered by the city to young mothers.

Program Costs

Estimated real total program costs during fiscal year 1970 were $1,601 (Figure 1). The program does not have an independent operating budget and is entirely supporting by existing Mead Public Library resources.

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional		$700	$200	$ 900
Nonprofessional		412	100	512
				1,412 (88%)
II. Collection				
Books		10		10
Audiovisual		10	20	30
				40 (2%)
III. Program Services & Supplies				
Rental Equivalent		120		120
Telephone		8		8
Postage		6		6
Supplies		15		15
				149 (10%)
TOTAL		$1,281 (80%)	$320 (20%)	$1,601

Staff requirements constitute 88 percent of total program costs. This represents the commitments of the program director, storyteller, children's room librarians, public relations director, secretarial staff, and other supporting staff. Books and audiovisual materials are borrowed from the library collection to support individual sessions of the program.* Three rooms are furnished by the library for the program: the children's area of 730 square feet, the mothers' area of 905 square feet, and the babysitting area of 115 square feet. There are also limited expenditures for telephone, postage, and supplies.

The supporting library, Mead Public Library, had total expenditures of $441,336 during fiscal year 1970, and the Mead Public Library System had total expenditures of $490,724. Thus, total program costs, all of which are supporting services provided by the library/library system, represent 0.4 percent of total library expenditures and 0.3 percent of total library system expenditures.

A high estimate of annual total program costs would be based on the following assumptions:

- Staff requirements are 35 percent higher than originally estimated;
- Program collection costs are double the original estimate;
- Due to infrequent use of the meeting room, the square foot-hour price used in estimating the rental equivalent is doubled to reflect the premium placed on short-term use; and
- Estimated costs of all other services and supplies are doubled.

The high estimate would be $2,145, which is 34 percent higher than the best estimate.

II. Program Effectiveness

Summary of Program Effectiveness

The effects on parents of the Mothers' Club and Story Hour centers on material presented in program events. Ninety-five percent know more about child care, and three fourths are more interested in books on the subject and buy more special books for their children (See Figure 2).

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* Occasionally films are provided by outside groups at no charge.

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: Give children concept of library as fun place Impact (Child): Wants to learn to read (69%) More interested in reading (84%) Changed view of library (90%) Impact (Parent): More interested in library events (84%) Want to get child interested in reading (92%)	Goal: None Impact (Child): Reads or looks at books more (84%) Impact (Parent): Read more (76%) Use library more (89%)	Goal: None Impact (Parent): Learned more about what's going on in library (97%)
Non-Print	Goal: Increase mothers' interest in areas of information Impact (Child): More interested in school (78%) Feels more grown up (86%)	Goal: Create group experience for children Impact (Parent): Watch educational TV more (58%)	Goal: Promote good family relations, increase children's social skills, listening skills, physical coordination, basic knowledge Impact (Child): Gets along with other children better (64%) Impact (Parent): Learned more about what's going on in community (73%) Learned more about child care (95%)

Mothers report using the library more (90 percent) and knowing more about its events. Three fourths report reading more.

The preschool program has improved affect toward books and the library. Children are more interested in reading and being read to, and are eager to learn to read and attend school. Reading behavior, communications skills and understanding, and social competence are reported improved. In general, cognitive preschool skills remain unaffected.

The program has had no impact on library procedures, but it has enlisted the approval, help, and praise of the entire staff. Community impact has been confined to the effect on participants and their families, with the exception of the referrals to the program from the County Welfare Department and other agencies.

Penetration

Parents interviewed were young white mothers of middle or lower middle income.* Forty percent had at least some college and 20 percent had vocational training. The largest number of husbands were factory workers but the group ran the gamut from laborers to craftsmen and professionals. It was reported that only one Mexican-American mother had come to the program.

Almost two thirds of their children in the program are girls. A majority range in age between three and five. Almost 30 percent were also enrolled in a preschool program and 60 percent go to religious school. One third come to the program every two weeks and another 40 percent attend monthly.

Participant Impact

Mothers

Parents report being particularly stimulated by the types of activities provided by the program and feel they have gotten a lot of vital and useful information from it about raising their families (see Figure 3). Ninety-five percent now know more about child care and three fourths are more interested in books on the subject. The same number now buy more special books for their children.

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* Twenty-six mothers completed surveys at the session attended. Surveys were mailed to an additional 102 mothers who had attended the program at least once during the year. An additional 43 surveys were completed and returned by mail.

FIGURE 3

AREAS OF PARTICIPANT IMPACT (PARENT)

	Percentage Reporting Program Impact
	Preschool/Younger School Age (N=69)
General	
Affect:	
Become more interested in library events	84%
Want to get child more interested in reading	92
Behavior:	
Read more	76
Use library more	89
Start watching educational TV or watch it more	58
Skills and Knowledge:	
Learned more about what's going on in the library	97
Learned more about what's going on in the community	73
Learned more about child care and education	95

Comments like the following are typical:

> Have been reminded of things which a busy mother forgets but still knew about her children. It helps to see movies and hear speeches. Sort of a retreat.
>
> I have learned loads of information about bringing up kids and have used much of it. I have received more than I expected.

Many mothers have gotten information about specific problems their families faced.

The program has rekindled much of their use of the library. Almost all know more about what is going on at the library and almost 90 percent report actually using the library more. As the following mothers stated:

> I took advantage of being there by checking books out more often; also learned about pictures being available for checking out, and began to participate in the program.
>
> I never went to the library before, now my child and I have fun browsing and picking out books.

Over three fourths report that they read more.

Children

The program's primary impact on the children in the program has been in affect toward books and the library (see Figure 4). As a result of the program, 84 percent of the parents report that their children are more interested in reading and almost all agree that their children now like being read to more. Almost 70 percent are now eager to learn to read. Seventy-eight percent are more interested in going to school and 84 percent are more interested in library events. As one mother commented:

> Now when we return our books I don't dare leave without checking more out. Where before I don't think she cared one way or the other.

Specific reading behavior is influenced in a parallel manner. Seventy-six percent read or look at more books as a result of the program. Parents report that where 48 percent used to look at books daily, almost one and one half times that many do so now.

FIGURE 4

AREAS OF PARTICIPANT IMPACT (CHILD)

	Percentage Reporting Program Impact
	Preschool/Younger School Age (N=69)
General	
Affect:	
Has made my child more interested in reading	84%
Has affected my child's view of the library	90
Has made my child feel more grown up	86
Behavior:	
Time reads or looks at books	84%
Reads or looks at magazines or newspapers	41
Watches educational TV	48
Skills and Knowledge:	
Understands what he reads or hears	75%
Gets along with other children	64
Program Specific	
Affect:	
Has affected my child's view of school	78%
Has made my child want to learn to read	69
Skills and Knowledge:	
Reads better	22%
Writes better	33
Learned alphabet	31
Recognizes isolated letters	48

The program has had an impact on the children's communications skills. Two thirds are both making themselves better understood and are explaining their thoughts more clearly. Three fourths now better understand what they read or are told, and a slightly smaller number are better able to follow directions. They are also reported to get along better with others, both adults and their peers.

Actual cognitive preschool skills were not greatly influenced. Less than one third had any skill improved. Among these were counting to 10, knowing colors, or knowing the alphabet. Forty-eight percent of the parents did, however, report that their children were better able to recognize isolated letters of the alphabet, and they believe the children are more ready to go to school.

Library Impact

Library procedures are unaffected by the program events, but non-program staff cover for participant staff and aid in program duties.

Community Impact

The nine community agencies and institutions contacted had all heard of the program, and four had recommended it to their members. Among those contacted were the Sheboygan County Welfare Department, a Recreation Department club leader, and two local school principals.

Factors Related to Effectiveness

The program is very strong in dedicated, talented staff. It makes use of the library's excellent collection of preschool materials, and is further strengthened by having access to interesting speakers in the community and to State Division of Health materials on family life.

The program is apparently filling a need in the Sheboygan area. The Mothers' Club combination of social and informational interaction in an informal context is not elsewhere available in the city. Young mothers may feel especially at ease in the Mothers' Club meetings because their older preschool children are provided with a stimulating program and their youngest are supervised free of charge by people they trust.

The children's program is a well-planned multimedia (films, puppets, physical activity, stories) effort which has proved to be interesting to children. The combination of talented staff in adequate numbers and well thought-out programming make it possible for 65 to 100 preschool children assembled in the same room to remain attentive and entertained for the relatively long period of one hour.

CASE STUDY NO. 3

Reading Program for Preschool Children
Sullivan City Library
Sullivan, Illinois

I. Program Description

Introductory Summary

The Sullivan (Illinois) Reading Program for Preschool Children is a joint effort of the Sullivan Junior Woman's Club and the Sullivan City Library. It is intended to prepare preschool children for entry into kindergarten. The library provides space and materials; the mothers contribute staff and the bulk of the planning.

Sullivan is a small (population 3,900), rural community in central Illinois. Agriculture is the primary economic activity, but nearly one third of the working population commutes daily to the larger neighboring cities of Mattoon and Decatur. The town's population is at least 95 percent white. There are a few black and Spanish-surnamed families in residence, while Spanish-surnamed migrants work seasonally (spring and summer) on the farms. Sullivan has few, if any, other preschool programs. A Head Start program begun a few years ago is no longer operating.

Entirely supported by the Sullivan City Library, the program is estimated to have cost $2,685 in 1970.

Goals

Library goals for the program, as expressed by staff members, are: preparation of preschoolers for reading, maintenance of good relations with a community agency (the Junior Woman's Club), and a boost in circulation.

According to one of the mothers in the Junior Woman's Club program staff, the main goal of the program is preparation of preschoolers for kindergarten. Specific skills encouraged include:

- Functional skills, such as reading, counting, pronunciation, and physical coordination;

- Group participation through organized activity in which children can overcome shyness, lessen dependence on their mothers, and learn to get along with each other;

- Social discipline through teaching of acceptance of authority from adults other than parents, the need to remain attentive and well-behaved in group activities, and the responsibility involved in choosing, borrowing, and returning library books; and

- Appreciation of entertainment in a variety of media--movies, filmstrips and records--in a learning atmosphere.

Ancillary goals envisioned by and benefiting mothers involved are: provision of weekly child care service, and facilitation of informal social contact among mothers.

Target Group

The target group is Sullivan area preschool children, aged three to five. Approximately 100 children annually enter kindergarten in Sullivan, providing a reasonable maximum estimate of the total target group size as about 200 children. Effort is made to reach children of all income levels, with special arrangements for the recruitment and encouragement of disadvantaged participants.

The disadvantaged in Sullivan are relatively invisible; even school authorities and ministers lack complete knowledge of who they are and where they live.

Origin

The program was begun by the Sullivan Junior Woman's Club with the cooperation of the Sullivan City Library in December 1965, as a story hour and babysitting service for mothers doing their Christmas shopping. Good attendance and the enthusiastic interest of mothers and children inspired the library and club to establish the program on a year-round basis.

A new dimension was added to the program in 1968. According to a study carried out by the local school system, 21 high school dropouts whose backgrounds the study surveyed were primarily from disadvantaged and non-reading families, and had been rejected socially since kindergarten. As one result of the study, community and school leaders assumed responsibility for encouraging active participation in the library-Junior Woman's Club program by children from relatively disadvantaged families. Their aim was early prevention of the pattern of social rejection that had been at least one cause of the dropouts' leaving school.

Implementation

Activities

The program is conducted on Wednesday mornings from September to December, and February to May. Each session is scheduled for one hour, 9:30 to 10:30 A.M. Children gather in a group to hear stories, see filmstrips or movies, sing songs, and do finger plays and other physical activities. Some of the club mothers present the films and stories and direct play activities; others circulate about, giving individual attention to restless or distracted children. Milk and cookies contributed by the mothers are distributed to the children free of charge. Books are circulated after program activities are concluded.

Staff

The basic program staff consists of approximately 16 members of the Junior Woman's Club (total club membership is 36). Teams of four volunteers conduct each session on a rotating basis. Although formal higher education is not a staff requirement, several former elementary school teachers are among the team leaders. Mrs. Lois Shuman of the Junior Woman's Club has been especially active in planning and gathering materials. Team leaders attend two workshops each year to learn new techniques in story-telling, finger plays, and other related subjects. The workshops are held on a rotating basis at nearby state universities (e.g., Champaign-Urbana).

Library staff are present to check out books at the end of each program session.

Arrangements for the participation of disadvantaged children in the program are performed on a voluntary basis by Mrs. Pam McLaughlin, wife of a local physician and member of the committee that made the original study of high school dropouts. She enlists the aid of school officials, teachers, welfare administrators, and ministers to identify target families in Sullivan. After personal visits to tell mothers about the program and obtain their permission for their children's participation, she makes arrangements for participating club mothers to pick up the children each week for the program and take them home. She also maintains personal contact with these parents throughout the programming year.

Facilities

The program is conducted in the children's section of the city library in an open area where children sit on the floor. It is scheduled on a morning when the library is not open for public use. Mothers of children, however, are free to attend the program or wait for its conclusion in another part of the library, where they can talk with one another or look at books.

Materials

All program equipment and materials are supplied by or through the library. Equipment for the program is not elaborate, consisting of story books, a film projector and screen, and a record player. Books, films and records beyond what the library can supply are reserved from the Rolling Prarie Library System in Decatur, Illinois. The mothers provide refreshments which they themselves pay for.

Planning

Programs for the coming year are planned as a concerted effort on the part of the city librarian, Mrs. Leona Munch, the team leader, and other participating mothers. They pay close attention to the preferences of children, and to mothers' and children's reactions to previous years' presentations. No formal evaluation is attempted. Instead, program staff record their own and the children's reactions to films and stories. For example, they keep a list of films shown with entries on staff and participant reactions.

Publicity

The program's main mode of publicity, word of mouth, is supplemented in three ways. First, Mrs. McLaughlin visits disadvantaged families on a door-to-door basis to explain the program and its benefits. Second, many women with preschool children belong to the program's co-sponsoring organization, the Junior Woman's Club and thus they hear about and are encouraged to bring their children to the program as a result of participating in Club activities. Third, Mrs. Paul Krows, former president of the City Library Board and an experienced writer of children's stories and newspaper articles, writes program-centered feature stories for two weekly newspapers each time the program starts a new series. In addition, she mentions scheduled sessions on her daily and weekly broadcasts of local news carried by a nearby radio station in Mattoon, Illinois.

Relation to the Library

The Sullivan Public Library provides facilities, materials, equipment and the planning services of Mrs. Munch, City Librarian, to the program. The Library Board approved use of the library building and staff time on Wednesday mornings when the library is normally closed. Checking out books was not initially a part of the program, but was added in response to the evident desire of both mothers and children for such a service.

For the most part, standard checkout policies are observed. However, it was found that the parents from lower income groups were unwilling to have their children check out books for fear of overdue fines. Consequently, these children were given special checkout numbers for which Mrs. McLaughlin assumes responsibility.

Relation to Community

The program has been strongly influenced in its development by the community. It was originally begun on the initiative of the Junior Woman's Club, a major community organization, and presumably could not have survived without the support of this group in planning and presenting programs.

In addition to subsidizing program refreshments, the Junior Woman's Club is currently considering the purchase of a rug for use in the library meeting area. Other community groups have contributed to the program. The Kiwanis Club, for example, donated a sum for a record player, records and books. The Newcomers' Club and the Fortnightly Book Club have sponsored the purchase of additional books.

Program Costs

Estimated real total program costs during fiscal year 1970 were $2,685 (Figure 1). The program does not have an independent operating budget and is entirely supported by existing volunteered services and existing resources of the Sullivan City Library and the Rolling Prairie Library System.

Library/library system supporting services represent 42 percent of estimated real total program costs. The city librarian and her assistant commit approximately 80 hours to the program. Approximately 50 percent of the city library's $800 annual expenditure for children's books can be attributed to the program. Based on recent studies of the cost of 16 mm. films, cited by the Rolling Prairie Library System director, a $10 per booking charge for each of 32 films used during the year is appropriate. Approximately 400 square feet of floor space are provided by the library for two hours' use during each session. A film projector, record player, and projection screen which originally cost approximately $500 are used by the program. An annual equipment depreciation charge of $50 has been estimated.

Non-compensated services comprise the majority (58 percent) of total program costs. Junior Woman's Club volunteers contribute approximately 100 hours of professional and 225 hours of nonprofessional time. They also provide return postage for films, and refreshments for participants.

FIGURE 1

PROGRAM COSTS

Cost Component / Cost Type	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional		$285	$900	$1,185
Nonprofessional			560	560
				1,745 (65%)
II. Collection				
Books		400		400
Films		320		320
				720 (27%)
III. Program Services & Supplies				
Rental Equivalent		70		70
Postage			35	35
Equipment Depreciation		50		50
				155 (6%)
IV. All Other				
Refreshments			65	65 (2%)
TOTAL		$1,125 (42%)	$1,560 (58%)	$2,685

Overall, staff requirements constitute 65 percent of total program costs and the program collection represents an additional 27 percent.

The supporting library, Sullivan City Library, had total expenditures of $11,368 during fiscal year 1970. Its supporting services to the program, therefore, account for 7.1 percent of its total expenditures and the total program costs account for 23.6 percent. The supporting library system, Rolling Prairie Library System, had total expenditures of $218,341. Its supporting services to the program account for 0.1 percent of its total expenditures.

A high estimate of annual total program costs would be based on the following assumptions:

- Staff requirements are 25 percent higher than originally estimated;
- The entire children's books budget of the library should be allocated to the program;
- Twice as many films are used at a charge of $15 per booking;
- Due to infrequent use of the meeting area, the square foot-hour price used in estimating the rental equivalent is doubled to reflect the premium placed on short-term use;
- Postage expenses are doubled; and
- All equipment is to be fully depreciated within one year.

The high estimate would be $4,715, which is 75 percent higher than the best estimate.

II. Program Effectiveness

Summary of Program Effectiveness

The Sullivan Reading Program for Preschool Children appears to have accomplished its broad and well-stated goals. As Figure 2 indicates, the program has had an impact on parents and children in each of the six impact categories. Children's social development and communication skills, attitudes toward and use of books, and the use of records and educational television are all reported as changing in a positive direction by a

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: None Impact (Child): More interested in reading (95%) Changed view of library (85%) Impact (Parent): More interested in library events (61%) Want to get child interested in reading (95%)	Goal: Increase library circulation Impact (Child): Reads or looks at books more (84%) Impact (Parent): Read more (68%) Use library more (65%)	Goal: Prepare children for reading Impact (Child): Understands better what he reads or hears (84%) Impact (Parent): Learned more about what's going on in library (87%)
Non-Print	Goal: Increase appreciation of movies, filmstrips, records Impact (Child): Feels more grown up (95%)	Goal: Provide social contact for mothers Impact (Child): Watches educational TV (64%) Listens to records (82%) Impact (Parent): Watch educational TV more (62%)	Goal: Prepare children for kindergarten; increase skills in counting, pronunciation, physical coordination, social skills Impact (Child): Gets along with other children better (87%) Follows directions better (79%) Makes himself understood better (75% Behaves better (66%) Impact (Parent): Learned more about what's going on in community (53%)

majority of parents. Parents report the program has led them to read and use the library more and to know more about the library and the community.

The program has led to an increase in the library's purchase of children's books. Any community impact has been limited to the program's effects on individual children.

Penetration

Approximately 100 children participate in the program each year. This represents about one third of all potential participants within the community. The nucleus of program attenders are, of course, the children of mothers on the staff or in the Junior Woman's Club, but these certainly number less than 40 percent of the total. Average attendance is 50 to 70 children, and well over 75 percent of the total participants attend at least half of all sessions. From 10 to 20 children from disadvantaged families participate regularly due to the coordinating efforts of Mrs. McLaughlin. Program growth has been tremendous and the number of participants this year is nearly double that of last year.

Circulation is very high after each program. With average attendance of 50 to 75, circulation averages about 120 to 145 volumes following each session.

Participant Impact

The parents interviewed were primarily white middle to upper-middle class housewives, one half of whom had at least some college education.* A few disadvantaged white parents were also among the group, including two having less than $3,000 annual income and four with less than a high school education. Husbands' occupations ranged from laborers and factory operatives (13 percent) to executives and professionals (10 percent).

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* Surveys were completed by all but two of the mothers who came to bring or pick up their children on the morning of the site visit. Survey forms were also given to Mrs. McLaughlin to take to the 10 mothers of the children whom she brings to the program. Nine of these mothers completed the survey. An additional 13 survey forms were mailed to parents who were not in contact with Mrs. McLaughlin or at the program during the field visit. Four completed the survey.

The children in the program are equally divided between boys and girls, and are for the most part between the ages of three and five years. Two thirds attended no other preschool class except religious school. Almost all of the children come to the program weekly and have been attending between one and two years.

The program seems to have had considerable effect on the children's social development, the second of its goals (see Figure 3). Parents almost unanimously believe the program has made their children feel grown up. Increased communication skills and ability to get along with others are mentioned by a large majority. Children are better able to understand what they hear or read (84 percent) and to make themselves understood (75 percent). They are reportedly better able to get along with both their peers (87 percent) and adults (71 percent).

Social discipline, the third goal, is also evinced in the data. Two thirds of the parents feel their child has learned to behave and 80 percent say he or she now follows directions better.

With respect to the program's first goal of developing functional skills, the children are only marginally doing this as a result of the program. The number achieving preschool skills through the program is about 50 percent for learning the alphabet, counting to 10 and learning colors. Actually, learning to read falls to 21 percent and ability to recognize isolated letters 24 percent.

However, change in affect toward books, as well as book behavior is very high. Eighty-four percent report that their child now looks through books because of the program. At least four fifths of the children are more interested in reading, being read to, and learning to read. Almost all also want more books. This is very book-specific in nature and does not carry over to magazines or newspapers.

There is a greater interest, however, in records and educational TV, as envisioned in the program's fourth stated goal. The program is also felt by most parents to have enhanced their children's view of the library.

The program has demonstrated to mothers what the library has to offer (see Figure 4). Almost 90 percent feel they know more about the library, and over three fifths are more interested in it and use it more. Sixty-five percent say they are reading more themselves.

While they are almost unanimous in wanting to stimulate their children's minds or teach them to read, only about half the mothers indicated an increased interest in child care or education per se. Sixty-eight percent are buying their children more special books, however.

FIGURE 3

AREAS OF PARTICIPANT IMPACT (CHILD)

	Percentage Reporting Program Impact
General	Preschool/Younger School Age (N=40)
Affect:	
Has made my child more interested in reading	95%
Has affected my child's view of the library	85
Has made my child feel more grown up	95
Behavior:	
Time reads or looks at books	84
Reads or looks at magazines or newspapers	41
Watches educational TV	64
Skills and Knowledge:	
Understands what he reads or hears	84
Gets along with other children	87
Program Specific	
Behavior:	
Listens to records	82
Skills and Knowledge:	
Learned alphabet	45
Recognizes isolated letters	24
Makes himself understood	75
Follows directions	79
Behaves better	66
Reads better	21

FIGURE 4

AREAS OF PARTICIPANT IMPACT (PARENT)

	Percentage Reporting Program Impact
	Preschool/Younger School Age (N=40)
Affect:	
More interested in library events	61%
Want to get child more interested in reading	95
Behavior:	
Read more	68
Use library more	65
Started watching educational TV or watch it more	62
Skills and Knowledge:	
Learned more about what's going on in the library	87
Learned more about what's going on in the community	53
Learned more about child care and education	47

The program seems to be meeting the goal of integrating the children of disadvantaged families into the group of higher income children. Mrs. McLaughlin reports that the children she brings to the program are sometimes greeted by coldness at first, but that soon the other children warm up to them and accept them. They get to know each other by name, hold hands, help each other with the motion songs, and generally seem to mix freely. This acceptance seems to last into the starting of school. The lower income children who have participated in the program do not, according to Mrs. McLaughlin, meet with the usual rejection. It should also be noted that the mothers with the least education report slightly less program impact than the most educated mothers.

An unexpected result of the program is that mothers report increased library use and personal interest in reading. Typical of the comments were the following: "It made *me* enjoy reading again--something that I had neglected"; "I had gotten out of the habit of reading until she [her daughter] started going"; "We have always used the library but we use it more often now."

Library Impact

Over the last six years, the library has become increasingly active in its support of the program. In particular, a much larger share (approximately 30 percent) of its book purchasing budget is now devoted to children's books. As Mrs. Munch stated, "Most of our book budget is now spent on children's books because of the program. If that's what is circulating, why not?"

Community Impact

The School Board has commended the program for cutting across class lines and has found it to be particularly helpful to children of non-reading families. Conversations with a local first grade teacher indicated that program participants in general exhibited the following noticeable effects: (1) "improved listening skills," (2) "greater ability to work in groups," and (3) "higher interest in reading." Obvious cases of improvement were noted among disadvantaged participants. An interesting observation regarding participants from disadvantaged families was offered by Mrs. McLaughlin. Each year the Boy Scouts sponsor a Christmas Toy Project which gives disadvantaged parents an opportunity to choose toys for their children. After the participation of these children in the program, the Toy Project received requests from the parents for books and educational toys, items which had never before been taken or requested.

Factors Related to Effectiveness

An important factor in program effectiveness is the ability of the staff to capture and hold the children's interest. Participation in motion games and singing was high during the program observed, with older children often helping the younger ones. The staff seem to work well together. For example, if a story is being told and a child becomes restless or distracted, one of the assisting women pays special attention to him until he regains interest in the group activity. The high staff/participant ratio (about one to 10 or 15) promotes further forms of individual attention, such as helping children pick out books at the end of the session. Still, the absolute size of the group is very large--averaging about 50 children--and 10 percent of the parents feel the staff ratio is not sufficient compensation.

Since all staff time is voluntary, another factor contributing to effectiveness is that the program can draw upon a sizable group for staff members, thus ensuring that the weekly programs will not become an overwhelming burden to any one person. Since the volunteers all belong to a group with its own organizational structure, the librarian does not need to spend time recruiting, training, and organizing staff.

The effectiveness of the program in reaching children from low income families is due largely to the work of Mrs. McLaughlin. Without her personal contact with their families, few of these children might be participating in the program, as their parents either knew nothing about the program or thought that library privileges were contingent upon property ownership or payment of a special fee.

The relationship of the program to the Sullivan community contributes to the extremely high rate of penetration. Sullivan has a small population, and many of its active women belong to the group sponsoring the program; they comprise a large pool of potential participants as well as "publicity agents." Almost 50 percent of the parents found out about the program from other parents. In addition, the program has the full support and cooperation of a public relations person with access to newspapers and her own radio show.

Further, the program satisfies a need which is not being met by any other organization in Sullivan (Sullivan's Head Start program was curtailed a few years ago). Almost 45 percent of the parents bring their children to prepare them for school. They particularly like the program for that reason. Similarly, another 20 percent mention liking the stimulation the program provided their children.

The physical setup of the program area minimizes distractions. The public does not use the library during the program, and the mothers wait in a different part of the building.

Access to films, records, and books in the Rolling Prairie Library System supplements the library's growing but still relatively small collection. The library probably could not afford to pay rental fees for films and other materials. The films are popular with parents, 20 percent of whom particularly mentioned liking them. Contributions of money from community organizations has made possible further expansion of the collection of children's materials.

The unforeseen effect on the mothers of increased library use and interest in reading may be due in part to the fact that most mothers bring their children to the library to attend the program, and find it convenient to wait there for the children.

CASE STUDY NO. 4

LSCA Preschool Story Hour
Brooklyn Public Library
New York, New York

I. Program Description

Introductory Summary

The Brooklyn Public Library (New York City) provides story hours to disadvantaged children in day care centers and other early child care institutions in the borough, through its LSCA Preschool Story Hour program. The program is brought to children in 49 Head Start and nursery school classes in 24 community centers.

The program is specifically geared toward providing story hours for disadvantaged children, although it serves many of the non-disadvantaged in classes in the agencies it visits.

The program, which operates on a budget of $71,206, was instituted in early 1965 with LSCA funds.

The LSCA Preschool Story Hour program aims "to supplement the child's day care experience." It is felt that many disadvantaged children have had little exposure to books and storytelling. The library feels that many of them do not get this exposure in their day care or Head Start experience, because staff lack the books or, in some cases, have neither the interest nor the time to present them. To remedy the situation, the library seeks to introduce these children to books and the library and to instill in them an enjoyment of books and to develop in them the "art of listening."

It was also hoped, in initially planning the program, that the parent could be reached through the child. This hope has since been abandoned as overly optimistic. The proposal also planned

> . . . inclusion of the public library as an educational institute in the total effort of all educational and community agencies to enable these young people to achieve in our society both today and tomorrow.

Target Groups

When the program was instituted, the Brooklyn Public Library felt an increasing need to serve all preschool children. However, disadvantaged children were considered to need service most. Since these children were not coming to the library, the library planned to come to them. The LSCA Preschool Story Hour seeks to serve disadvantaged children aged three to five who lack previous exposure to books and who are enrolled in agency preschool programs (day care, Head Start, church- or community-run).

According to a paper written on the program by a former storyteller, the library chose to give highest priority to less structured child care groups

> . . . such as small churches and private co-operative projects that offer day care service to working mothers who either do not qualify for city sponsored day care or do not know of its existence. It has seemed more important to offer service to groups who are not aware of the need for books in young children's lives.*

Origin

In 1964, the Brooklyn Public Library evaluated its preschool services to disadvantaged children and found them inadequate. Reasons cited for inadequacy of programming for this age group were lack of staff, facilities, and materials. Also noted as an obstacle was the library-wide view that all children coming to preschool activities must be accompanied by a parent. (At this time, a more relaxed attitude--"the child should come with an adult"--began to prevail.) It was decided that a program for disadvantaged children was needed in seven areas of Brooklyn. LSCA funds were obtained and the program was instituted in January 1965 to serve four of these areas.

Implementation

Activities

In order to supplement the book exposure children receive in early child care agencies, the Brooklyn Public Library system has assigned teams of specially trained storytellers to four library districts in the borough which are considered in critical need of such services. These are the Prospect, New Lots, DeKalb, and Williamsburgh districts, which include some of the most depressed areas of New York City--among them Bedford-Stuyvesant.

Working out of the district branch libraries, the storytellers travel to child care facilities in that approximate area.

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*Anon., Brooklyn Public Library, 1967.

They carry with them the materials they need for the program of stories they will present, and enough books for each child in the classes they visit. They are provided with heavy canvas book bags for this purpose.

Storytellers remain in each classroom for one hour. They present a program of stories, finger plays, and games on a particular theme for approximately 20 minutes. The remaining 40 minutes are devoted to browsing, as each child is given a book to look at. Sometimes during this period the storyteller will informally read a book to a child or to a group of children willing to listen.

Depending upon their experience and capabilities, the storytellers give from two to four such programs a day, between the hours of 10:00 A.M. and 2:00 P.M. Most storytellers work a 20-hour week but, since 1969, some work full-time. Some storytellers give as many as 16 story programs each week. Their remaining time is spent at the district library preparing for future presentations, mending torn materials, selecting books, writing reports, and attending staff meetings. Those working full-time also give preschool programs in the branch library.

Materials

Duplicate special collections of story books used solely for this program are housed at each of the district branches. Storytellers have full access to these books. In addition, each storyteller has a library card and may check out supplemental books from the regular library collection.

It was the assumption of the library, at the outset, that the agencies it was working with maintained good book collections of their own. This assumption proved groundless, except in the case of city-operated Head Start. Funds were allocated in the original budget to establish a core collection, but since that time supplemental funds have been meager. A widespread source of complaint among the storytellers is the insufficient number of books they have to work with.

Due to the library program's own shortage, books cannot usually be left at the child care centers during the week to supplement the centers' small collections--although an attempt has been made to do this for some five to 10 centers. The library is, however, well aware of the need for books in the centers. According to the annual report of 1969-1970, the library would like to stock each center with a collection of its own. Mrs. Dodson, Children's Services Librarian for the library system, estimates that twice the library program's present number of books would be needed to reach this goal.

Staff

Storytellers are not professional librarians but are library aides, and receive the salary of a trainee. They must be college graduates in order to qualify for the position. They must also evince interest in and aptitude for working with preschoolers, but are not required to have formal experience. A third qualification is interest in and aptitude for reading aloud, telling stories, and working with groups of children.

Some preference in hiring storytellers is given to people indigenous to the neighborhoods served, but the library is aware that there are not many college graduates available from these areas. There has been talk for some years of lowering the educational requirement in order to make hiring of community people feasible, but modification of entry qualifications has not been accomplished. Staff are presently recruited through newspaper ads, backlog files, and word-of-mouth.

Staff hired over the years have exhibited some common characteristics. In the beginning, the staff were said to range in age from 21 to 30. All were, of course, college graduates, and most were married or had been married. They brought with them a range of skills which included writing and painting. Many had been teachers, and most were women.

In general, staffing has never been particularly stable. While there is some continuity provided by several people who have been with the program from its inception, most of the staff changes yearly. The average length of employment is about eight months to one year. Since 1966, when it was observed that 25 percent of staff members under 50 years of age dropped out after short periods of employment, a greater effort has been made to hire older people.

Many staff members resign for personal reasons unconnected with the library. Several have gone on to library school. Mrs. Dodson feels that most of the turnover is due to lack of continuity in funding. Because staff members cannot be assured until the last possible moment of a job in the coming year, she believes many leave for positions of greater security.

Training of the storytellers is stressed by the library. Originally, an elaborate training course lasting one week was held once a year for new personnel, but with new staff being taken on during the year, this proved inadequate. The library now employs on-the-job training or, as they call it, "each one teach one." New personnel are assigned to an experienced employee whom they observe for several programs. The new employee then takes over during a story, and is finally allowed to plan, with the aid of his or her trainer, an entire program. New storytellers receive advice on story selection and storytelling techniques. Books on storytelling are recommended to them. They are counseled on timing, posture, and other mannerisms which can add to or detract from their presentations.

Each storyteller is required to keep a log in which are recorded the date, site, age of children, number of presentations made and number of children attending. Specific program information is kept--which stories were told to which classes--to avoid duplicate presentations to the same group. Preparation time is also recorded. In addition, an evaluation of each program is made by the storyteller, noting the reactions of the staff and the children, and any changes over time.

Relation to Library

Storytellers are stationed at the district libraries under the supervision of the District Children's Specialist, who is in turn supervised by the System Children's Service's Librarian. The storytellers only are paid out of LSCA funds. Supervisory time is paid for by the Brooklyn Public Library System.

Relations with the library system in general are being strengthened as more of the storyteller aides begin to work a 40-hour week. Given day care centers' schedules of nap-times and meals, the time for storytelling is necessarily limited; hence, full-time storytellers spend much time in the branch libraries, giving story presentations there and broadening their repertory to include puppet shows and arts and crafts. They all work closely with the District Children's Specialists.

Relation to Community

Relations with the community are very close in that the program is actively cooperating with 49 community agencies providing nursery and day care classes.

Program Costs

Estimated real total program costs during fiscal year 1970 were $71,206 (Figure 1). The program is independently operated and is primarily funded by LSCA, which covers all direct staff salaries.

Staff salaries account for 94 percent of total program costs. The staff is primarily composed of storytellers who are supervised on a part-time basis by a professional librarian within the library system. Books and other materials are purchased on a limited basis. An estimated 250 square feet of floor space are provided on a non-compensated basis by community agencies for each individual story hour.

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff Professional & Nonprofessional	$63,285	$3,600		$66,885 (94%)
II. Collection Books	2,036			2,036 (3%)
III. Program Services & Supplies Rental Equivalent			$2,285	2,285 (3%)
TOTAL	$65,321 (92%)	$3,600 (5%)	$2,285 (3%)	$71,206

Supporting library system total expenditures during fiscal year 1970 were $10,533,250. Thus, total program costs represent 0.7 percent of system expenditures.

A high estimate of annual total program costs would be based on the following assumptions:

- Staff requirements are 10 percent higher than originally estimated;
- Collection costs are doubled; and
- Floorspace requirements are double the original estimate and the square foot-hour price used in estimating them is doubled to reflect the infrequent, short-term use made of the facilities.

The high estimate would be $86,785, which is 22 percent higher than the best estimate.

II. Program Effectiveness

Summary of Program Effectiveness

Day care center teachers responded for 17 preschoolers, using the Preschool/Younger School Age Communications Survey. Demographic data were not supplied.

A strong increase in reading and book affect for the overwhelming majority of children was reported (see Figure 2). All like being read to. Large majorities are interested in reading themselves, and are thought to feel more grown up. Three fourths want to learn to read. Increase in reading behavior is also reported in looking at books, magazines and newspapers.

All teachers agree that the strongest program impact has been in skills increase: counting, learning the alphabet and colors, and communications skills.

Interpretation of survey results must be tempered by recognition of the difficulty of extricating program from day care class results, and recognition of a positive response bias in operation among the teachers who returned surveys on their pupils.

The program's relation to the library is strengthened by full-time staff members' participation in branch-based activities.

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: Instill enjoyment of books Impact: More interested in reading (87%) Wants to be read to (100%) Changed view of library (60%) Wants own books (93%)	Goal: Introduce children to books Impact: Reads or looks at books more (71%) Reads or looks at magazines or newspapers more (50%)	Goal: None Impact: Understands better what he reads or hears (76%) Knows alphabet (76%) Recognizes isolated letters (56%)
Non-Print	Goal: None Impact: Feels more grown up (86%) More interested in school (79%)	Goal: None Impact: Watches educational TV (63%)	Goal: Develop art of listening Impact: Gets along with other children better (59%) Does well in school (75%)

Community impact is limited to the day care centers currently served. Agencies must request service from the library; the program makes no attempt to reach out with offers of service, nor does it keep track of day care center openings around the borough.

The greatest positive factor in program effectiveness is the well-trained staff. Negative factors in effectiveness are rapid staff turnover and too-high entry qualifications for the storyteller position. These latter have made hiring of community-based personnel nearly impossible.

Penetration

During 1969-1970, the Brooklyn LSCA Preschool Story Hour presented 3,323 story hours to a total of 49,024 children. Total programming since inception thus adds up to 20,003 programs for 244,006 children.

The children reached are primarily Spanish-surnamed Americans or black urban disadvantaged. They are enrolled in child care agencies such as day care held in housing projects, community centers, churches and community organizations. The program has not been able to serve all of the centers asking for help, much less newly started agencies or those to whom the library program remains unknown. Often when a staff member leaves, service is cut off if her schedule cannot be assumed by other storytellers. Twenty to 25 storytellers are needed to respond to present requests for service.

One of the major impediments to increased service is the limited number of hours the children in the centers are free from other scheduled activities, such as naps or meals, to attend storytelling. While the program supplements care given by other agencies, it has been questioned whether those served are really the disadvantaged children. Certainly they constitute a population previously unserved and therefore deserving of what the library brings them, but the library might do well to consider further programs for those children who have not yet been reached by the day care agency.

Participant Impact

Sampling was done in Brooklyn in a different manner than in the other programs. All the participants in the LSCA Preschool Story Hours are reached through a preschool program in which they are enrolled. Day care, Head Start and nursery school programs are served. The program director believed that most parents were unaware of the library program's existence, or, if they knew of it, would be unable to distinguish its impact on the children from that of the preschool.

B/R staff decided to ask the 49 teachers involved in the program at 24 centers to fill out a Preschool/Younger School Age Communications Survey for one child in each room, selecting names appearing in an arbitrarily designated space on the class roster. One teacher was told to take the first child on the class list, the next was told to take the second, and so on. They surveys were mailed to the center directors and to all teachers whose classes were served by the program. Seventeen teachers returned the forms.

Surveys were completed for eight boys, eight girls and one child whose sex was not specified. They ranged in age from three to six years old and were enrolled in nursery schools, day care, Head Start and kindergarten. Most had been participating in the library program for one year and were there weekly for its meetings.

Teachers report a strong increase in the number of children interested in reading and books (see Figure 3). The children unanimously like to be read to, and 87 percent are more interested in reading. They want books of their own, and three fourths want to learn to read. Eighty-five percent of the children also feel more grown up.

A related increase in reported book behaviors is shown. Seventy-one percent of the children now read or look at books more. While 44 percent of them are said to have looked at books daily before the program began in their class, 69 percent do so now. This effect carries over on a smaller scale to increased reading of magazines and newspapers by half of the children.

In the teachers' view, the largest area of participant impact has been in skills. They not only feel the children like school better because of the program, but also feel that they are improving at a faster rate. Three fourths of the children are felt to be doing better in school. Specifically, teachers feel the program has helped at least 70 percent of the children learn to count, and learn the alphabet and names of colors. Fifty-six percent can now recognize isolated letters.

Communications skills are also aided. Over three fourths better understand what they read or hear, and can make themselves better understood by others.

Almost three fifths are getting along better with other children and adults, and are learning to share in a group situation. The nature of the survey tends to confirm the library's view of the lack of curricula in the school programs and the great progress the children made during the year in both skills and behavior. But again, program benefits are difficult to distinguish from skills and knowledge gained as a result of class attendance alone.

Library Impact

Aside from the fact that some aides now give part of their time to branch programming, the LSCA Preschool Story Hour has had no effect on library system operations. The system has long had story presentations at the branches.

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact
	Preschool/Younger School Age (N=17)
General	
Affect:	
Has made my child more interested in reading	87%
Has made my child more eager to have stories read to him	100
Has affected my child's view of the library	60
Has made my child feel more grown up	86
Behavior:	
Time reads or looks at books	71
Reads or looks at magazines or newspapers	50
Watches educational TV	63
Skills and Knowledge:	
Understands what he reads or hears	76
Gets along with other children	59
Program Specific	
Affect:	
Likes school	79
Wants own books	93
Skills and Knowledge:	
Does well in school	75
Knows alphabet	76
Recognizes isolated letters	56

Community Impact

The LSCA Preschool Story Hour program provides book exposure to disadvantaged children in classes without many books. In one of the two classrooms visited by the site observer, such supplies were obviously lacking.

Staff feel they could be having a greater impact if the classroom teachers (many of whom are seen as not being book-oriented) would stay in the classroom while the storyteller is present. Many, apparently, use the time for a break. Library staff feel they should observe the techniques used by the storytellers, in order to duplicate such presentations themselves during regular class activities. Observation might well help some motivated teachers but most of those stay to watch in any case. Library staff probably are not aware of the schedule most day care teaching staff have--often 10 hours a day with no time for a break, nor for staff meetings or planning sessions. The storytellers may be enabling classroom staff to function better on behalf of the children for the rest of the day, by giving them time for relaxation.

The library might perhaps offer a mini-institute incorporating some of the aspects of storytellers' training to small groups of interested teaching staff from the child care centers. Placing of good-sized permanent book collections at those centers would, as observed above, also augment service.

Factors Related to Effectiveness

The largest single factor leading to effectiveness of the Brooklyn LSCA Preschool Story program is its staff. Despite high turnover, a corps of very effective people continue to work in often discouraging situations. One of their frustrations is, of course, the insecurity of waiting for funding, a common bane of government-funded programs.

The necessary physical setup of the program is perhaps equally discouraging. Because of the size of the borough, storytellers often travel long distances on public transportation carrying a heavy bag of books to get to their assigned agency. The storyteller travels and works alone without benefit of team support. For many of them, neighborhoods they visit are not "home" and it is easy to imagine some of the staff feeling at least subliminally uneasy in the environments where their work takes them. Yet the staff give dedicated service, and several have been with the program since its inception.

The library might in the future make a real effort to hire community-based people. The college degree requirement for hiring is arbitrary and probably works against the program rather than for it. A community resident will not have to commute far, nor will he feel anxiety about working in particularly depressed areas if these areas are part of his neighborhood. The storytelling job could also provide employment (admittedly limited) for a segment of the population which finds jobs hard to get.

The training received by the staff is a very definite asset to the program. Storytellers are coached to the point of being able to give quite dramatic performances.

Staff turnover is the largest single stumbling block to the program's effectiveness. Stability in the program presupposes stability of staff. It is especially distressing to children to have a service initiated and then suddenly terminated, for they come to rely upon it and to look forward to each appearance of the storyteller.

Although the program was at one time a major concern of the library administration, this is apparently no longer the case. Consequently, plodding efficiency seems to have taken the place of enthusiasm and inspiration in program operations at every level.

The library is very much aware of the problems in the program and has suggested possible solutions, many of which have not been implemented. The blame for this may rest partly upon inadequate funding and partly upon the lack of a single, aggressive program director who can push through changes that need to be made.

CASE STUDY NO. 5

Storytelling on "Free Reeler"
and "Indian Givers"
Atlanta Public Library
Atlanta, Georgia

I. Program Description

Introductory Summary

The Atlanta, Georgia, Public Library outreach program includes two special bookmobiles called "Indian Givers," and a larger van called the "Free Reeler" which is equipped with a movie projector and screen. These units serve preschool to 12-year-old disadvantaged children at 30 sites every week in predominantly black neighborhoods of Atlanta. All three offer mainly paperback books and educational comics, and have simplified checkout procedures. Storytelling activities and film showings are held periodically on these units. Occasionally, special programming, like the Children's Department "Streetcorner Puppets," is held in conjunction with a circulation visit by one of the vans.

The program is run under the Mobile Services Division of the Atlanta Public Library, but staff come from the Children's Department. The library supplies program funds, which in 1970-1971 were an estimated $85,480. Community agencies cooperate with the program by providing space for storytelling activities.

Goals

The goal of the service, according to Mrs. Martha Leathers, superintendent of the Extension Division of the Atlanta Public Library, is to "get library programs where there aren't yet any." The overall aim is distribution of stories and books to children not usually exposed to them. The service is intended to boost reading affect by making reading attractive to children, and to increase reading behavior through provision of appropriate materials.

Target Group

The program is aimed at preschool and elementary school children in sections of inner-city Atlanta as well as outlying sections. These regions of the city are characterized by large public housing projects, both high-rise and single-dwelling, and some semirural areas of small bungalows. The neighborhoods served are predominantly but not exclusively black.

Origin

The bookmobiles, in operation five years, were originally purchased with LSCA funds. They were named "Indian Givers" in honor of the Atlanta Braves and were put into operation in a summer when interest in baseball was running high. Originally, a special storyteller was employed and this person manned the mobile units; now, storytelling is done by librarians, drivers, or Neighborhood Youth Corps or Model City aides.

During the summer the mobile units go to 30 sites weekly, including day care centers, street corners, a shopping center, and branch libraries. Most stops last about an hour.

Implementation

Staff

Mrs. Bertha Philips, director of the Children's Department, is program director, but rarely goes out on the units. She holds an M.L.S. and is a children's librarian. Each vehicle is manned by a driver: the ones observed were a part-time college student and an elderly man who has worked as a janitor. Both had good rapport with the children who used the facilities. On the larger "Indian Giver" and on the "Free Reeler," a librarian or paraprofessional aide comes along to do checking out.

Collections and film choices are done by Mrs. Philips and her Children's Department Staff, but the bookmobiles are run and administered under the Mobile Services Division of the library of which Mrs. Leathers is the head.

Materials and Facilities

Each van is painted bright yellow and red and is decorated inside with pictures of children and storybook characters. The walls are equipped with paperback racks which display books face-out in piles of three or four. The collection on each van numbers 200 books or less; it is often necessary to limit children to one or two books each in order to have enough to go around. The collections rely strongly upon Scholastic Press paperbound children's books (e.g., Curious George, Where the Wild Things Are), Classic Comics and Golden Books. Some hardcover children's books and nursery rhymes are available and some few adult paperbacks (e.g., the works of Martin Luther King) are also available. After storytelling programs, multiple copies of the featured book are distributed. The "Free Reeler" has, in addition to its book collection, a projector and screen inside for the showing of its films, and a phonograph and sound system. It can accommodate at least 50 young children.

Activities

Programming on the "Free Reeler" stresses storytelling and films. A specimen program was observed at an inner city day care center. Mrs. Philips read Where the Wild Things Are to 20 preschoolers and their teachers. After a short interlude of finger plays, the film "Whistle for Willie" was shown and was given a good reception. A few copies of Wild Things were distributed and children were urged to select from other books available. The whole program lasted about 40 minutes, and the rest of the hour was devoted to circulation.

Also observed was an "Indian Giver" stop at a day care center in a large housing project which was coordinated with a "Streetcorner Puppets" presentation. The puppets were manned by Mrs. Philips and OEO summer outreach workers who presented Curious George to an enthusiastic, attentive audience of over 60 children from preschool age to 12 years old. After the performance, 25 copies of Curious George were given out and many of the children streamed out into the parking lot to use the "Indian Giver."

Participant Role

Participants choose books from those provided. No provision is made for special requests, apart from the distribution of multiple copies of featured stories.

Procedures

All three units have simplified checkout procedures. A child selects his books and the librarian stamps them with a date stamp indicating the date due. As the name "Indian Giver" implies, the child is expected eventually to return the book. Since his name and address are not recorded, it is not possible to trace books. Fines are not charged. The loss rate is predictably high, but, as Mrs. Philips remarked about distributing multiple copies of Curious George: "If children do not return the books, the cost is minimal--45 cents each--which is little when one considers the joy they will probably receive from having George there to read over and over again."

Publicity

Publicity for the program is not extensive. Announcements are made in schools and community centers where the mobile units stop to put up posters.

Changes in the Program

According to Mrs. Leathers, inner city programming will in the future focus upon storefront facilities rather than mobile units. Storytelling and puppeteering will be gradually moved into these facilities. A predicted advantage of storefronts is their greater attractiveness to adults and young adults.

Relation to Library

The special mobile units are run by the Children's Department and the Mobile Service Division of the Atlanta Public Library. Additional programs run by the Atlanta Public Library for the disadvantaged include five Model City Free Library and Information Centers, run in storefronts and catering to mostly black neighborhoods. These facilities are staffed by black and white paraprofessionals whose education ranges from some high school to completed B.A. degrees. There has also been a concerted attempt to make the collections of inner city branch libraries more appropriate for their present population.

Relation to Community

Community agencies such as day care centers cooperate by putting up posters and furnishing space for special programming.

Program Costs

Estimated real total program costs during fiscal year 1970 were $85,480 (Figure 1). The program does not have an independent operating budget and is entirely supported by existing Atlanta Public Library resources and volunteer assistance provided by college work-study students during the summer program period.

Staff requirements constitute 75 percent of total program costs. The program collection consists of books and related program materials and represents 14 percent of total program cost. Services and supplies in the form of utilities, maintenance, supplies, repairs to mobile units, furniture and equipment account for the balance of 11 percent. Library/library system supporting services and non-compensated services account for 97 percent and 3 percent respectively of total program cost.

The supporting library, Atlanta Public Library, had total expenditures of $3,363,925 during fiscal year 1970. Library/library system supporting services account for 2.4 percent of the system's total expenditure. Estimated real total program costs represent 2.5 percent of the library system's total expenditures.

A high estimate of annual total program cost would be based on the following assumptions:

- Staff requirements are 10 percent higher than originally estimated;

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional		$12,920		$12,920
Nonprofessional		49,350	$1,900	51,250
				64,170 (75%)
II. Collection				
Books and Materials		12,000		12,000 (14%)
III. Program Services & Supplies				
Utilities		1,500		1,500
Maintenance, Supplies and Repairs		7,000		7,000
Furniture and Equip.*		810		810
				9,310 (11%)
TOTAL		$83,580 (97%)	$1,900 (3%)	$85,480

* Amortized over a ten year period

- Book requirements are 25 percent higher than originally estimated; and
- Services and supplies are 25 percent higher than originally estimated.

Based on these assumptions, the estimated annual total program cost would be $97,225. This is approximately 15 percent higher than present total program cost.

II. Program Effectiveness

Summary of Program Effectiveness

The Atlanta "Free Reeler" and "Indian Giver" mobile units appear to have met their goals of increasing positive reading affect, frequency of book reading, and reading comprehension among a large number of disadvantaged children in Atlanta. About three quarters of preschool parents, older school age children, and young adults report liking reading and the library more, reading more books, and understanding what they read better as a result of the program (see Figure 2).

The library and community impact of the program has been minimal.

Penetration

The 59 respondents interviewed ranged in years from preschool age to young adulthood, and included 19 mothers of young children, 33 older elementary students, and seven young adults. Interviewing was done at nine "Indian Giver" stops in various parts of the city which were felt to reflect the participant population. Two of these stops were day care centers, where parents' names were obtained by program administrators. The sampling plan was reviewed by the program staff, who agreed that it was representative of the population served.

Due to inclement weather, the program's summer schedule, and its inconsistent pattern of visiting scheduled sites, interviewing was difficult. As no parents came to mobile unit stops, interviews were obtained by asking children if an interviewer could go home with them and talk with one of their parents. The older respondents were interviewed on-site at the vehicle stops.

Participant Impact

The program has increased participants' affect toward reading (see Figure 3) and toward knowledge across all age groups. This is

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: Make reading attractive to children Impact (PS): More interested in reading (100%) Changed view of library (71%) Wants to be read to (88%) Impact (OSA): Like to read (88%) Like library (84%) Impact (YA/A): Like to read (86%) Like library (71%)	Goal: Distribute stories and books to children; increase reading behavior Impact (PS): Reads or looks at books more (78%) Reads or looks at magazines or newspapers more (58%) Asks for books (52%) Impact (OSA): Read books (85%) Read magazines (52%) Finish books you start (70%) Impact (YA/A) Read books (100%) Finish books you start (67%) Go to library special events (50%)	Goal: None Impact (PS): Understands better what he reads or hears (63%) Knows alphabet (58%) Impact (OSA): Understand what you read (72%) Know how to use the dictionary (66%) Impact (YA/A): Understand what you read (100%) Know how to use the library (71%)
Non-Print	Goal: None Impact (PS): Feels grown up (72%) More interested in school (78%) Impact (OSA): Feel grown up (58%) Like school (72%) Want to learn new things (88%) Impact (YA/A): Feel good about yourself as a person (57%) Want to learn new things (86%)	Goal: None Impact: None	Goal: None Impact (PS): Does well in school (63%) Impact (OSA): Do well in school (69%) Impact (YA/A): Do well in school (83%) Know where to get the information you need (86%) Be critical of what you read (71%)

FIGURE 3

AREAS OF PARTICIPANT IMPACT (CHILD)

	Percentage Reporting Program Impact		
	Preschool/Younger School Age (N=19)	Older School Age (N=33)	Young Adult/ Adult (N=7)
General			
Affect:			
Like to read	NA	88%	86%
Interested in reading	100%	NA	NA
Feel grown up	72	58%	NA
Feel good about yourself as a person	NA	NA	57
Behavior:			
Read books	NA	85	100
Time reads or looks at books	78	NA	NA
Read magazines	NA	52	14
Reads or looks at magazines or newspapers	58	NA	NA
Finish books you start	NA	70	67
Visit bookstores	NA	41	29
Watch educational TV	35	33	29
Skills and Knowledge:			
Understand what you read	NA	72	100
Understands what he reads or hears	63	NA	NA
Know how to use the library	NA	NA	71
Gets along with other children	32	NA	NA
Program Specific			
Affect:			
Likes school	78	72	NA
Wants to go to other library programs	44	NA	NA
Wants to be read to	88	NA	NA
Want to learn new things	NA	88	86
Wants own books	52	NA	29
Behavior:			
Go to library special events	NA	NA	50
Skills and Knowledge:			
Do well in school (if you are in school)	63	69	83
Knows alphabet	58	NA	NA
Makes self understood	42	NA	NA
Know how to use the dictionary	NA	66	NA
Know where to get the information you need	NA	NA	86
Be critical of what you read	NA	NA	71

particularly evident among the youngest children where interest in reading is greater than among other children sampled. These youngsters also ask for books more, want to be read to more often, and want to learn to read themselves. In the older children, increased affect toward skills and knowledge is manifest in a heightened desire to learn, and an interest in the world around them. Over 70 percent of both groups like school more. The young adults' interest in reading and learning has been similarly affected.

Reading behavior has increased in all age groups, with older groups showing the most increase: 100 percent of the young adults, 85 percent of the older school age children, and 78 percent of preschoolers' parents report change. Reading comprehension and school achievement are likewise reported improved, the report being unanimous from the oldest group. However, the increase in use of book materials has not been transferred to magazines or newspapers nor to other media. The program has had an influence on the type of materials read by two thirds of the elementary school aged children and all of the young adults.

Skills in general are thought by the participants to have been affected in all age groups. Between 50 and 60 percent of preschool and elementary school children increased their reading and writing skills. This trend, however, did not carry over to communications skills at any age level. This is a reversal in the usual trend among programs serving preschool children.

Respondents at all age levels report increased liking for the library, while the oldest group attributes an increase in library skills and usage to program participation. Library affect shows greatest impact among older elementary school aged children (84 percent) and remains over 70 percent for preschoolers and young adults. About half of the older children go to more library special events and over half of the young adults use the library more now.

Among the preschoolers' parents, 94 percent want to get their children interested in reading and say they buy more special books for them. Eighty-eight percent report reading more since their children began participating in the program; majorities also claim to be better informed about what is going on in the community, and to know more about child care and education (see Figure 4).

Library Impact

The library system has generally been favorable to this outreach program. The program is not intended to have an impact on the library system, but rather reflects the library system's widespread efforts to serve the disadvantaged.

FIGURE 4

AREAS OF PARTICIPANT IMPACT (PARENT)

General	Percentage Reporting Program Impact
	Preschool/Younger School Age (N=19)
Affect:	
Become more interested in library events	43%
Want to get child more interested in reading	94
Buy child more special books	94
Behavior:	
Read more	88
Use library more	41
Started watching educational TV or watch it more	53
Buy more books	59
Skills and Knowledge:	
Learned more about what's going on in the library	47
Learned more about what's going on in community	71
Learned more about child care and education	65

Community Impact

The "Indian Givers" and the "Free Reeler" are known to people at the centers they visit. Counselors at three of the centers gave anecdotal attestation to the value of the mobile units' services. The director of a related program pointed to the fact that no other library service existed in the neighborhood. However, these people felt they lacked feedback from parents as to the impact--positive or negative--of the program. This is not surprising, for no parents were seen accompanying children to the bookmobile; indeed, no adults at all (except day care center teachers or aides) used the facilities.

Factors Related to Effectiveness

The accessibility, attractiveness and informality of the vehicles have attracted children, the primary target group. According to Mrs. Philips, participants feel they can "come as they are." Children can easily reach the books, and seem to like the face-out method of display.

Older children, young adults, and good readers, however, do not come--probably because of weaknesses in the collections offered for borrowing. The collections are small even on the younger age levels, which have the largest concentration of materials.

Presumably the collections motivate bookmobile readers to go to branches and storefront information centers, but the extent to which this happens is not known. Staff reported that the inner city librarians tend to give up most of their clientele for lost after the sixth grade. A facility like the present "Indian Giver" is not equipped to appeal strongly to a 12-year-old's interest.

CASE STUDY NO. 6

Library Service for Disadvantaged Areas
Monmouth County Library System
Freehold, New Jersey

I. Program Description

Introductory Summary

The Monmouth County Library System, based in Freehold, New Jersey, sponsors a program of Library Service for Disadvantaged Areas. A county-wide outreach program, it must provide for urban, suburban, and rural populations. To accomplish its goals it provides a variety of services, including a mobile unit, two outreach libraries, movie programs, and irregularly scheduled story hours. Its staff is entirely indigenous and paraprofessional.

Monmouth County is a sprawling area with a population of nearly 350,000. It encompasses the cities of Neptune, Red Bank, Asbury Park, and Long Branch, as well as large rural areas. Sizeable black and Puerto Rican communities are found within the county.

The program serves disadvantaged people, principally black and Spanish speaking, and focuses upon young children.

The program's budget of $59,430 is provided through the Monmouth County Library System and is LSCA-supported. The program's ties with the County Library System are tenuous and do not provide it with access to system materials or professional help. Its relations to community agencies and city libraries in the locations it serves are ambivalent, and in some cases have resulted in community hostility.

Goals

According to the acting program director, Mr. Theodore Brown, "the program is designed to develop literature exploration for disadvantaged persons living in areas where these activities were not heretofore available through traditional institutions." The main focus has been "black awareness." To accomplish this overall goal, the program seeks to:

- Expose persons from disadvantaged areas to literature and services provided by the library.
- Develop an interest in black literature in the disadvantaged areas and disseminate such materials there.
- Respond to the specific information needs of the disadvantaged in their communities.

When interviewed recently by the Asbury Park Sunday Press, Mr. Brown was quoted as follows concerning his program's ultimate goals:

> The important thing is to get people, both children and adults, interested in reading. . . When people don't have enough money for a loaf of bread, how do you expect them to spend 85 cents or one dollar on a book. So books are always for somebody else.*

It is to these people that the program seeks to bring books.

Target Groups

The Monmouth County program attempts to reach disadvantaged people throughout the county. These people whom the program specifically targets are for the most part black, although an attempt is made to serve disadvantaged Spanish speaking and other non-black segments of the population. They live in city areas such as Red Bank, Neptune, and Asbury Park, and also in scattered rural communities and migrant camps. Mr. Brown has stated that the major thrust of the program is providing service to children between three and one half and seven years of age, with a secondary emphasis upon service to older children, young adults, and adults. However, to site observers it appeared that the majority of actual participants were children ranging in age from five to nine years of age.

Origin

Programming for the disadvantaged was initiated in Monmouth County when a children's librarian began giving story hours in disadvantaged areas. The library director applied for federal LSCA funds and developed a more comprehensive program with the aid of Mr. Brown, whose help was sought because of his knowledge of the community, and who was subsequently made program director. The program has been in operation since February 1969.

Implementation

Activities, Facilities and Materials

A multifaceted schedule of program activities was devised to meet the varied needs of the program's intended clientele. Considered the most important of these by the staff is the Storymobile. This bookmobile is stocked principally with paperbacks, and the collection is especially aimed at promoting black awareness. Though it contains much "adult" material (e.g., novels, mysteries, and political literature), there is also a collection of preschool story books and books for elementary school children, and study aids such as dictionaries. The Storymobile library aides and driver avoid a directive role in recommending books; children are free to take out anything they want.

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* Asbury Park Sunday Press, August 10, 1969, p. 55.

The Storymobile makes 16 to 20 biweekly stops (depending on the time of year) on a four-day schedule. It is in operation Monday, Wednesday, Thursday and Friday of each week from 9:00 A.M. to 5:00 P.M. Occasional story hours are given in rural areas and at migrant camps.

Along with the Storymobile, several outreach libraries have been started in Monmouth County. Initially there were four of these--in Asbury Park, Long Branch, Neptune, and Red Bank. Only the Neptune and Red Bank libraries are presently in operation. Asbury Park's outreach library was closed because of the uneasy racial situation following riots there. Long Branch was closed at the request of the city library because of perceived duplication of services to Long Branch city residents.

Neptune's library is housed in a low-rise all-black housing project and attracts primarily young children. It is stocked with paperback book racks containing a selection of adult fiction, and a corner of children's books. The Neptune library aide often reads stories to groups of children, but there are no planned activities. According to this aide, the library serves in large part as a babysitting service while mothers do shopping.

The library in Red Bank is housed in a large airy room in a community center. It too is stocked with a selection of paperback books in three racks supplied by the Monmouth County main library. In addition, it boasts several sets of encyclopedias and other reference materials. There is also a full wall of old books donated to the center by people in the community. These latter are mostly discarded novels and outdated textbooks of little intrinsic interest to the library's clientele. The Red Bank library aide says she provides a variety of activities for children who come in, including story hours and arts and crafts. Children also use the library for doing their homework.

During the summer months, the program sponsors biweekly outdoor film presentations at 12 different sites: in schoolyards, housing project courtyards, and playgrounds. A good balance is sought in providing films for adults and children. Every attempt is made to obtain recent feature films. Last year films such as *Born Free*, *The Mouse That Roared*, *A Patch of Blue*, and *To Kill a Mockingbird* were shown. Cartoons and adventure shorts are always included.

The program often provides for the special needs of schools. Materials, book lists, and books have been provided through the program to at least one high school offering black studies in its curriculum. Films and story books are also presented to children in Head Start and in day care centers. Books are also apparently loaned to these centers.

Procedures

The program maintains a very free policy in regard to checking out books. The only rule enforced is a two-books-per-person limit at any one visit. No library card is required and no names are taken. Books are stamped with a due date, but they may be returned at any time without penalty. In fact, it is expected that most of the paperbacks will not be returned. (Children are advised, however, to return the expensive hardbound books.) The book return rate for the program is a low 10 percent. To avoid considerable financial loss, books are ordered in paperback whenever possible. The program has tried not to institute tighter controls on book borrowing and return, but has instead accepted the fact of book loss as an inevitable part of program operation. This may be the reason for the short supply of preschool and elementary materials noted by site visitors.

Staff

The program is staffed entirely by paraprofessionals. Mr. Brown, the program director, is a former football player who previously worked with the Job Corps at Camp Kilmer and spent two years with the Neighborhood Youth Corps in Monmouth County. He had had no previous library experience. He hired three community aides, one for each of the then existing libraries, one for the Storymobile, and a Storymobile driver. In looking for staff he wanted, above all, community people who were readers, and who were vitally involved in community affairs. Taking into account the county-wide breadth of the program, he also sought a balance between those with urban and those with rural experience. One of the library aides chosen was formerly a worker in the local OEO Community Action Agency, another had been a school-crossing guard. The aide working on the mobile unit has a fifth grade education, but she reportedly has a good knowledge of the rural areas. The driver is a part-time college student.

In the summer of 1970, Mr. Brown was sent to Drexel Institute for a 10-week training program in providing library service to the disadvantaged. No formal training is given his staff except through occasional meetings in which problems are discussed, and Mr. Brown occasionally teaches techniques learned at the Institute. All direct staff work 35 hours a week each.

Publicity

The Storymobile's presence is its own best publicity. Word of mouth is the principal mode of publicity employed by the personnel in the outreach libraries. The local newspapers have run detailed articles on various aspects of the program and its personnel.

Relation to Library

The program operates independently under the Monmouth County Library System. Though it is thus free to be developed in the manner felt best suited to its target populations, it is deprived of access to system library resources and professional help.

While he receives aid with the vehicles and secretarial help, there is little evidence that Mr. Brown has received help in such matters as book selection, expecially insofar as books for young children are concerned. As indicated above, Storymobile and center collections are strong in adult paperback fiction, especially on black topics, but weak in elementary level fiction and preschool storybooks. Book dissemination procedures probably account in part for the markedly short supply of materials for elementary and preschool participants. The supply problem is further compounded by the fact that materials for this age category go fast.

Relation to Community

The administrative and physical nature of the county system has led to various problems in the communities served. First, Monmouth County is a very large area to cover adequately. Second, as a library system is set up, a community first elects to become part of it, and then contributes according to its tax base. It may or may not also maintain its own library. As the towns grow they have been instituting more city-run library service. As a result, some pull their resources out of the county system, which in turn loses funds for new projects and services. Potential loss of funds becomes an important political consideration in the execution of a controversial program.

The county services are often put in a position of competing with those offered by the towns, as in the above mentioned case of the Long Branch library. This uneasy coexistence has resulted in some antagonism in the community toward aspects of the Monmouth County program. Not all the towns appreciated the implication that they were not adequately serving portions of their clientele.

Program Costs

Estimated real total program costs during fiscal year 1970 were $59,430 (Figure 1). The program budget is provided through the Monmouth County Library System and is LSCA-supported. In addition, space is provided at no cost to the program at the existing outreach libraries.

Staff requirements constitute 39 percent of total program costs. The staff consists of the director, three community aides, a driver, and part-time summer help. All are paraprofessionals and work a 35-hour week. The program collection, consisting of books and audiovisual materials, represents 35 percent of total program costs. Rent equivalent and program supplies accounted for 18 percent of total program costs. The balance of the program budget (eight percent) was allocated to cover all other program expenses.

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Nonprofessional	$23,190			$23,190 (39%)
II. Collection				
Books	11,350	$8,600		19,950
Audiovisual Materials		520		520
				20,470 (35%)
III. Program Services & Supplies				
Rent Equivalent		1,200	$9,140	10,340
Program Supplies		540		540
				10,880 (18%)
IV. All Other				
Film Rental, Gas, Oil Insurance		4,890		4,890 (8%)
TOTAL	$34,540 (58%)	$15,750 (27%)	$9,140 (15%)	$59,430

The supporting library, Monmouth County Library System, had total expenditures of $760,340 during fiscal year 1970. Direct program budget and library/library system supporting services account for 58 percent and 27 percent, respectively, of total program costs. Non-compensated services in the form of rent equivalent represent 15 percent, or the balance of total program cost. Direct program expenditures account for 4.5 percent of the library's total expenditures and library/library system supporting services account for 2.0 percent of the library's total expenditures. Estimated real total program cost represents 7.8 percent of the library's total expenditures.

A high estimate of annual total program costs would be based on the following assumptions:

- Staff requirements are 25 percent higher than originally estimated;
- Books and audiovisual materials are 25 percent higher than originally estimated; and
- All other expenses are 25 percent higher than originally estimated.

Based on these assumptions the high estimate would be $71,580, which is approximately 20 percent higher than the best estimate.

II. Program Effectiveness

Summary of Program Effectiveness

The Freehold program is reaching children of all ages as well as young adults; it has been less successful in attracting adults, in spite of the preponderance of adult materials among the collections. Participants report positive impact on reading behavior and affect, with some influence on skills (see Figure 2).

Large majorities of the parents interviewed report increased positive affect among younger children toward reading, owning books, and learning to read. Most of the older children report increased liking for reading, and interest in learning new things and finding out about the world they live in.

The library program has had considerable community impact. Local schools are aided in getting materials and in receiving better prepared students. Other community organizations and institutions (including some city libraries) are ambivalent, negative, or apathetic.

The program has had no impact on its sponsoring library, the Monmouth County Library System. It appears to be tolerated but not appreciated. It could benefit from system support and professional aid in planning and materials purchase.

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal:* Impact (PS Child): More interested in reading (83%) Changed view of library (58%) Wants to be read to (92%) Impact (Parent): Want to get child interested in reading (100%) More interested in library events (67%) Impact (OSA): Like to read (75%) Like library (68%) Like school (74%)	Goal:* Impact (PS Child): Reads or looks at books more (66%) Reads or looks at magazines or newspapers more (92%) Impact (Parent): Read more (58%) Impact (OSA): Read books (82%) Finish books you start (65%) Visit bookstores (60%)	Goal:* Impact (PS Child): Understands better what he reads or hears (67%) Impact (OSA): Understand what you read (70%)
Non-Print	Goal:* Impact (PS Child): Feels grown up (82%) More interested in school (75%) Impact (OSA): Feel grown up (51%) Want to learn new things (74%)	Goal:* Impact (PS Child): Watches educational TV (58%) Impact (Parent): Watch educational TV more (75%)	Goal:* Impact (PS Child): Gets along with other children better (66%) Impact (Parent): Learned more about what's going on in community (67%)

* "The important thing is to get people--both children and adults--interested in reading."

Penetration

Through its various facets, the program has been most successful in reaching children and young adults. For 1970, library reports show 4,887 borrowers from the bookmobile at 20 stops in 12 communities. Attendance at the four outreach libraries then in operation was recorded as 9,552, with 4,693 checking out materials. Story hours were reportedly given to 2,079 children; films shown during the summer at 12 sites attracted 6,479 people.

Participants were interviewed at four bookmobile sites as they visited the Storymobile. Interviewing took place over a period of three days during the last week of the regular program. Because of the limited number of Storymobile stops which could be visited by site observers and because, according to program staff, attendance was lower than usual, it appears that there was oversampling of white participants.

The library center at Red Bank was empty during the site visit, but the visit was made on Friday and at a time when students were just getting out of classes. According to the aide in charge, this center attracts youngsters of all ages, including many young adults. Site observers found seven preschool children in the library at Neptune. According to the library aide in charge, they had been left in her care. Using the aide as a babysitter seems to be common practice at this library. Very few adults are reported to use either center or the bookmobile.

Participant Impact

The sample consisted of 57 older elementary school aged children and mothers of 12 preschoolers or early elementary school aged children.

Among the mothers sampled, 42 percent were white and 50 percent black. Two thirds had not finished high school. A large percentage of their husbands were laborers or craftsmen, 80 percent of whom earned $5,000-9,000 annually. The children of these women ranged in age from five to eight years. Almost two thirds had been attending the Storymobile for two years.

Of the older children, 82 percent were white and 18 percent black. For the most part they ranged in age between nine and 12 years old, and were in second through sixth grade.

In general, parents reported a high positive effect on their children's interests, particularly with respect to reading (see Figure 3). Ninety-two percent of the preschool and younger school age children want to be read to more and 83 percent are more interested in reading, owning their own books, and learning to read.

These children are reported to feel more grown up, besides showing interest in school, in learning to read, and in other "grown up"

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact	
General	Preschool/Younger School Age (N=12)	Older School Age (N=57)
Affect:		
Like to read	NA	75%
Interested in reading	83%	NA
Like the library	NA	68
Changed view of library	58	NA
Feel grown up	82	51
Wants to be read to	92	NA
Behavior:		
Read books	NA	82
Time reads or looks at books	66	NA
Read magazines	NA	42
Reads or looks at magazines & newspapers	92	NA
Finish books you start	NA	65
Visit bookstores or stores that sell books	NA	60
Watch educational TV	58	44
Skills and Knowledge:		
Understand what you read (or hear)	67	70
Know how to use the card catalog	NA	38
Get along with other children	66	NA
Program Specific		
Affect:		
Interested in learning to read	83	NA
Like school	NA	47
Changed view of school	75	NA
Like learning	NA	74
Behavior:		
Listen to records	83	60
Use school library	NA	61
Use public library	NA	48
Skills and Knowledge:		
Do well in school (if you are in school)	92	60
Express self (make self understood)	75	58
Say the alphabet	50	NA
Sound out new words	67	NA

activities. This is in contrast to the responses of the older children, who score lower on the "feel grown up" item and among whom it appears to be more fashionable not to like school. Although only 47 percent of the older children report that Storymobile attendance makes them like school more, it has apparently increased their curiosity and interest in learning. Three quarters report liking to read, wanting to learn about new things, and wanting to find out about their world because of the program.

The program is affecting reading behavior in both groups, but especially among the older children, upon whose reading behavior program impact seems to be book specific. This result is substantiated by the report of a neighborhood elementary school assistant principal, who feels the children are definitely reading more. Seventy percent of these older children report being better able to understand what they read, two thirds report finishing more books, and three fifths report they are doing better in school. The assistant principal, however, feels there is no way as yet to substantiate improvement claimed, aside from increased interest and reading behavior.

Despite the program's black orientation, it is not having as great an effect upon the black children interviewed as it is on their white counterparts (see Figure 4).

With respect to program impact upon their own activities and attitudes, parents of the younger children are unanimous in wanting to interest their children in reading (Figure 5). Three quarters report they watch educational television more. Two thirds claim to be more interested in library events, but only half that number say they are better informed about what is going on at the library; and only two respondents report using the library more as a result of their children's participation.

Library Impact

Services to Disadvantaged Areas has apparently had no effect on the sponsoring library. Questions about it get the response, "Oh, that's Brown's program." It appears to be accepted but not appreciated. Almost all non-program staff members seem chiefly concerned about the low book return figures.

Town libraries appear to have been similarly unaffected by the program and even resentful of its nature.

Community Impact

Monmouth County is composed of essentially two entities, neither of which has been aware of its disadvantaged population until recently. One segment is rural, composed of truck farms and horse farms. Migrant workers' conditions there have long been overlooked. The more urban areas are beach communities attracting tourists and summer residents in

FIGURE 4

PERCENTAGE REPORTING POSITIVE IMPACT BY RACE (CHILD)

	Race	
Change Measure	Black (N=16)	White (N=52)
Understand what read	56%	73%
Read more	75	81
Like the library	44	67

FIGURE 5

AREAS OF PARTICIPANT IMPACT (PARENT)

	Percentage Reporting Program Impact
General	Preschool/Younger School Age (N=12)
Affect:	
More interested in library events	67%
Wants to get child more interested in reading	100
Behavior:	
Reading more	58
Started watching or watches more educational TV	75
Skills and Knowledge:	
Learned more about what's going on at library	33
Learned more about what's going on in community	67
Learned more about child care and education	41
Program Specific	
Behavior:	
Use library more	17

the warm months. Local residents oriented toward the promotion of trade may purposely avoid involvement with the disadvantaged segment of the population, regarding it only as it might adversely affect tourism. Only after riots in Asbury Park did some people realize the plight of many of their neighbors. The library is beginning to help these disadvantaged people, but full cooperation with the community at large is slow in coming.

The library program is unquestionably helping the local schools. One day care center across the street from library headquarters could not obtain library services until Mr. Brown offered those of his program. High schools have used his black cultural materials in developing their own Black Studies programs.

Factors Related to Effectiveness

The most important factor in the program's success is the leadership of Mr. Brown. He is young, black and has good rapport with community adults and children. Knowing the community well, he can provide help wherever and whenever it is needed. One day care center director reports that she had been seeking materials from the library for some time with no results until Mr. Brown happened to overhear one of her inquiries. He has been providing her with books and films ever since. He appears to be able to quickly size up a problem and offer a workable solution.

Unhappily, he has not received the library support which would make the program more effective. It would be very helpful for him to have professional aid in selecting appropriate books for different age groups. For example, the Storymobile is primarily intended to serve young children in elementary school, but three quarters of the books on the van are adult level black fiction and political paperbacks. This rather impressive selection of black cultural materials could more profitably be housed in Red Bank, which attracts young adults and has a rather scanty selection of appropriate materials.

More care should also be taken to help children select age-appropriate materials. Several parents of preschoolers commented negatively on the book selection. One mother felt that the program would be better "if they could help try to select books that are on the age level of the child." Another parent of a preschooler complained, "The young child should have help in picking out books. My daughter came home with Cotton Comes to Harlem!" Because of the press of eager youngsters, it is apparently often difficult to attend individually to every child, but some attempt should be made to guide their selection of materials. Proportionately more books for the young child should be shelved on the bookmobile and fewer for young adults and adults.

More care should be taken by Storymobile staff to safeguard children in the streets. Several mothers expressed fear for children dashing across the streets to get to the van. Whether children are on the street or in the bookmobile choosing a book, staff need to be more cognizant of their needs.

The children like the access to books the Storymobile provides. When asked why they started coming, many children replied that they came for the books or because they like to read. One child reported, "I was interested in reading. Some books that they have, the school library doesn't have." Another remarked, "It's pretty good for kids who don't belong to a library. It comes in available stops so everyone can get it."

The children also like the relaxed rules. One stated, "It's a good way to go to the library when they don't give you a card." Another expressed his liking for the fact that books needn't be returned immediately. He stated that he liked the Storymobile because "you can keep them [books] as long as you like and finish the books."

Book return, as mentioned above, is a low 10 percent. The library program in many cases is providing what its critics call "one-way circulation." Perhaps it could be called book dissemination rather than circulation. Several youngsters commented on this fact. One liked the Storymobile because "you can get lots of neat books to keep," while another commented, "I like it better than the library; you can keep the books." While there are less effective ways of spending money than giving out books to children, a library's function seems better served by circulating books. Presently, the only suggestion made to borrowers that books should be returned applies solely to the few hardbound books. This request, in all cases observed, made children reconsider their choices and shift selection toward the paperbacks they concluded they could keep. Many of the children took books for the sake of getting something being given away; only very rarely did the observers feel the children were choosing books by content.

Professional advice, and a knowledge of similar library programs which might serve as models of their kind (see Case Study No. 7), could help this program solve some of its problems.

CASE STUDY NO. 7

Library-Go-Round
Queens Borough Public Library
Jamaica, New York

I. Program Description

Introductory Summary

Library-Go-Round is the mobile component of the Queens Borough Public Library's larger preschool program, Operation Head Start (not to be confused with the OEO Project Head Start). The larger preschool operation provides weekly story hour programs and parent discussions at seven branch or storefront libraries in disadvantaged areas of Queens, New York. The Library-Go-Round takes the story hour programs onto the streets of these and other disadvantaged neighborhoods to reach even more children.

The Library-Go-Round has two vehicles, each assigned to eight stops a week, and each staffed by a senior librarian, two paraprofessional library aides, and a driver. The program is closely tied to the Queens Borough Public Library--head of the Queens Borough Public Library System --through staff, materials, and funds, although the bulk of the $163,965 budget is provided by LSCA funds. The Library-Go-Round has strong support from community agencies, including housing projects and tenants' councils.

Goals

The Library-Go-Round, according to program staff, attempts to provide children, previously unreached by other programs, with basic reading readiness skills by giving them a pleasant introduction to books and the library. Secondly, it seeks to provide these children with a group experience which they would otherwise not obtain until they entered school. A third goal is to provide consistent service. It is the staff's feeling that these children have already been let down too many times by their environment, frequently by their families, and very often by other agencies and programs which are discontinued once begun. It is felt that too many programs are begun in poor areas, and are later suddenly withdrawn because of funding, policy changes, and so forth.

Target Group

The Library-Go-Round seeks to serve the disadvantaged child, specifically the child normally not reached by programs located at the library, in day care, Head Start, or similar programs. According to a Queens Borough Public Library pamphlet entitled "Aboard the Library-Go-Round!":

> It was the "leftout" from all preschool programs--including its own--to whom the library now wanted to contribute a kind of stepping stone to equalness.*

Origin

In evaluating Operation Head Start, begun in 1965, the library realized that within one year, the program had proved itself popular and effective. Yet a door-to-door canvas in 1966 showed that the children who needed service most were still not being reached.** Their parents were not sending or bringing them into the branch libraries. A mobile unit seemed to be the way to reach these youngsters at their own doorsteps, in the streets, and in housing projects. Mothers who ordinarily would not have time to bring their children to the library were assumed to go to neighborhood stores, laundries or playgrounds near their homes. These were the places at which it was thought the library van should be scheduled to stop. It is a basic philosophy of "go where your customers are, don't wait for them to find you."

In March 1967, the first delivery-type van was ordered. It was outfitted for its special purpose, and staff were trained. The first Library-Go-Round was on the road by mid-August of that year. A second van joined it in 1969, and by winter 1971, a third will be operating.

Implementation

Activities

The Library-Go-Round rolls into a community, blaring its theme song over its public address system. It is like the Pied Piper--within minutes children appear from everywhere. Many come alone, or with younger siblings. Some are brought by parents or other relatives. Once aboard the vehicle, they are given a half-hour story presentation with songs, games and fingerplays. Other children patiently wait their turn outside.

Each of the two vehicles makes two stops a day (10:00 to 11:30 A.M. and 12:30 to 2:00 P.M.), and offers two story hours per stop. Each van is out four days a week and on the fifth day--Wednesday for one and Thursday for the other--is in for servicing, which includes a thorough cleaning each week and heavy duty repairs once a month. In all, the vans make 16 stops in four different low-income neighborhoods each week on a year-round basis. Statistics for the month of May 1971 indicate that 91 story programs were given that month with attendance of 1,245 children. Another 732 people (older children, parents, and so on) checked out books but did not attend the program. Forty-seven new children were registered, making the total number registered in the program to date 2,451.

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* Will and Cheryl Bennett, "Aboard the Library-Go-Round!", Queens Borough Public Library, 1968, p. 8.

**_Ibid._, p. 7.

Staff/Participant Relations

Children are actively sought. The vans do not simply go to a likely spot and sit waiting for children to materialize--although they usually come running upon its arrival. The local poverty agencies helped pick locations. Staff members often go out into the streets and gather children. Canvassing is done. Depending upon the area, fliers are printed in English, Spanish, or Italian, as appropriate, telling what the Library-Go-Round is, where it stops, and when to bring children. The fliers are distributed on the streets and placed in housing projects, schools, stores, and other public buildings. Staff members go into laundromats, check-cashing stores, and other neighborhood shops where parents might be with their children. Parents are told what the program has to offer and encouraged to come and try it out.

The staff take a personal interest in the individual child. At all the stops there are certain children whom the staff will pick up from their homes. Often the program is delayed while they wait for "regulars" who may be late in arriving. When children have been absent several times in a row, someone from the staff usually calls at the home to see what is wrong and if special help is needed.

According to the program director, Mrs. Elizabeth Merkelson, in one area the vans visit, many people are squatting in housing scheduled for demolition. Because they are illegal residents, they cannot get agency help through normal channels. Many of the parents are not at home, having left the children alone; and many of those who are at home are often on drugs or drunk. Library-Go-Round staff enter these homes, help dress the children, and take them to the van. In bad weather the drivers and other staff have been known to carry children who do not have adequate footwear.

Stops

The Library-Go-Round vehicles stop in the same places weekly in order both to give frequent service and to promote the feeling of consistency in service. It has been decided that it is better to serve a limited number of people by regular visits than to try to serve a greater number with reduced frequency of visits. The need for service was felt to be so great in Queens that the library staff had considered visiting at least some spots only biweekly in order to be able to stop at more places, but the idea was abandoned. In order to be effective with young children, it was felt that visits should be at most one week apart.

The need for consistency is considered to be very important. For that reason, the idea of stopping at one place one time and at another the next is foreign to the Library-Go-Round practice and ideals. It is felt that children look forward to the programs and should not be disappointed. On occasions when, because of sudden mechanical difficulties, the Library-Go-Round could not visit a scheduled stop, it has taken weeks and weeks to regain the audience. Therefore, every effort is made to have the Library-Go-Round vehicles make all stops without fail, regardless of bad weather or other constraints.

Vehicles

The vehicles have been especially outfitted for the preschool child they deal with. A van smaller than the usual bookmobile was purposely obtained, not only because of lower costs, but because the intimacy it necessarily creates would, it was hoped, be more appealing to small children. This appeal is felt to outweigh any discomfort resulting from the tight fit experienced when 30 children attend one session. According to the program director, the children feel that the Library-Go-Round is their own library and they do not like substitute vehicles. The vans have a step platform along the interior which is used as seating. Each van is air conditioned and heated for year-round use. Each has a generator allowing use of audiovisual equipment, which includes a projector and a record player. The vehicles hold 700 to 900 books each.

Materials and Procedures

The Library-Go-Round circulates principally hardbound story books. The collection on the vehicles rotates from a large collection of some 10,000 children's books housed in the main library which are solely for Library-Go-Round use. Aboard the Library-Go-Round, checkout procedures are relaxed but not ignored. Unlike many programs for the disadvantaged, the Library-Go-Round keeps registration and book checkout procedures where possible. If an adult responsible for the child is available, he or she is asked for the child's name and age, as well as the parents' name and address. Books are checked out without cards to the child. This is done very informally, with books checked out to Suzy, or Cookie, or Fats. No other information is required. The rules serve to give the child a sense of what the "grownup" library is like.

The children and parents feel a great deal of concern for the books. The return rate is very high--85 percent. Frequently mothers have to be persuaded to allow their children to participate when they realize they have forgotten to return books. Children approach the vehicles proudly, firmly clutching the books they are returning.

Pride in books is further encouraged through the presentation of gift books on holidays and birthdays. These are inexpensive paperback editions of books carried in hardbound editions by the Library-Go-Round.

While the program is not aimed at older children, paperback books are made available to those who may stop by or bring a younger sibling. The paperbacks are set up on a folding table outside the truck. In the summer, another van called the Tell-a-Tale Trailer follows the Library-Go-Round and presents programs for elementary school age youngsters.

Nor are the parents forgotten. A small collection of adult paperbacks, chosen from a special collection of 2,000 stored at the main library, is carried on the Library-Go-Round. The librarians make a special effort to obtain books requested by parents. In some cases, the Library-Go-Round staff keep certain adults regularly supplied with books.

Staff

The Library-Go-Round is very much a team effort. Mrs. Kathryn Nicholas, the assistant coordinator of special services and supervisor of the mobile units, feels that because of the cramped working conditions it could not be otherwise and survive. Each vehicle has a senior librarian aboard, two paraprofessional library aides, and a driver. The drivers, working full-time for Operation Head Start, are responsible for operation and light maintenance of the vehicles. They also operate much of the audiovisual equipment and help set it up. Very often they help to round up children. It is the library aides who actually present the stories and do most of the recruiting in the neighborhoods. The two aides alternate in presenting programs, and they also check out books. The senior librarian's duty is seen as providing the professional link between the library and the community. She is responsible for the programs, services, and supervision of the staff on her vehicle.

The position of paraprofessional library aide was one established for the first time in Queens Borough with the advent of Operation Head Start and Library-Go-Round, according to Mrs. Merkelson. These aides work a 20-hour week from 10:00 A.M. to 2:00 P.M. daily. Two years of college are required along with an interest in preschoolers and ability to relate to those in the communities served. Experience with children is desirable but not required; the same is true of previous work in the low-income area. Preference is given to people from these communities. The job is an interesting one for students or the mother whose children are in school. Training, the responsibility of the supervisory personnel, is accomplished with an orientation and supervised on-the-job training in storytelling, children's literature, and audiovisual techniques and materials, as well as in day-to-day procedures. Special workshops are also given several times a year.

Mrs. Merkelson, coordinator of special services for Queens Borough Public Library, is the link between the library and the Library-Go-Round, Operation Head Start and the Langston Hughes Community Library among other projects. She has been with the Library-Go-Round almost from inception, and brings to the program a first-hand knowledge of the community. She had been living in the Corona area of Queens since before the change in ethnic composition as the whites moved out and blacks moved in. She stayed and was very active in community groups such as a P.T.A. which sought and received a badly needed school library, and another group seeking an improved branch library for Corona. After taking an M.L.S., she joined the Queens Borough Public Library. She seems to have excellent rapport with the people the Library-Go-Round serves, and is highly skilled as well in administering an intricate program.

Mrs. Nicholas, assistant to Mrs. Merkelson, works full-time as supervisor of all mobile units--the Library-Go-Round, the Tell-A-Tale Trailer in the summer for elementary ages, and the Teenmobile. Her vibrant personality and sense of humor seem to contribute much to the staff and its sense of working as a team.

Record-Keeping

Full records are kept daily, since Mrs. Merkelson sees this as essential to evaluating the actual progress of the program. At every stop an index card is filled out giving number served (total on board and number attending program) number of programs, new registrants, circulation statistics and any comments. These are compiled monthly. Records are also kept as to what materials are used each week, along with a record of vehicle maintenance. Forms are kept simple for easy use.

Relation to Library

The Library-Go-Round serves an important function as a training ground for library staff. Senior librarians in the Queens Borough System are supposed to spend time in an outreach position as part of their training at some point during their careers. Librarians are asked to accept positions on the Library-Go-Round for a one-year period, and are given the option of accepting or refusing.

The library houses most of the Library-Go-Round collection, maintains the vehicles, provides supervisory staff, and trains the nonprofessionals. The program thus has many close ties with the library.

Relation to Community

Response from community agencies has been good, according to Mrs. Merkelson. She reports that full cooperation has been obtained from officials in public housing as well as from the tenants' councils. Stops are made in front of various community agencies. They all help in the recruitment effort of the Library-Go-Round. In bad weather, participants and parents wait inside the agency offices for the arrival of the Library-Go-Round. Some agencies publicize the program through agency newsletters and meetings.

Program Costs

Estimated real total program costs during fiscal year 1970 were $163,965 (Figure 1). The program has an operating budget of $113,607 provided under an LSCA grant. In addition, it is partially supported by existing Queens Borough Public Library resources.

Staff requirements constitute 33 percent of total program costs. The staff consists of the assistant coordinator of special services, two professional librarians, five paraprofessionals, and a driver. The paraprofessionals each work a 20-hour week. The others, with the exception of the assistant coordinator, are assigned full-time to the program. The assistant coordinator spends from eight to 12 hours weekly on the program.

The program collection represents an expenditure of $41,000, or 25 percent of total program costs. Estimated cost of staff, collection, services, supplies, capital outlay, and other library expenditures provided free were reported as representing 30 percent of all direct program expenses. This would be equivalent to 20 percent of total program costs, or $34,082.

Space requirements for the program were estimated at 1,600 square feet (1,200 square feet of work area and stack facilities in the central building, which are utilized for 1,920 hours annually; and 400 square feet of mobile unit storage space which is utilized for 8,760 hours annually) for a total of 10,680 hours of utilization. This represents a rent equivalent of $16,000 annually, or 10 percent of total program costs.

The only other major cost item is capital expenditures for the mobile units and audiovisual equipment. Cost for this item was amortized over a 10-year period, and was estimated to be five percent of total program costs.

FIGURE 1

PROGRAM COSTS

Cost Type Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional	$13,600	$18,500		$32,100
Nonprofessional	22,900			22,900
				55,000 (33%)
II. Collection				
Books	38,500			38,500
Audiovisual Materials	2,500			2,500
				41,000 (25%)
III. Program Services & Supplies				
Rent Equivalent		16,000		16,000
Insurance	1,250			1,250
Maintenance/Vehicles	1,800			1,800
Maintenance/A/V Equip.	300			300
Gasoline & Carfare	1,500			1,500
				20,850 (13%)
IV. All Other				
Mobile Units with A/V Equipment	7,500*			7,500
Audiovisual Equipment	90*			90
Vehicle Storage	1,000			1,000
Printing, Publishing & Promotional	2,675			2,675
Accounting Services	1,250			1,250
Contingency	500			500
Miscellaneous Expenditures		34,100		34,100
				47,115 (29%)
TOTAL	$95,365 (58%)	$68,600 (42%)		$163,965

* Amortized over a 10-year period.

The supporting library, Queens Borough Public Library, had total expenditures of $10,233,520 during fiscal year 1970. Library/library system supporting services account for 0.006 percent of the library's total expenditures and estimated real total program costs represent 0.016 percent of the library's total expenditures.

A high estimate of annual total program costs would be based on the following assumptions:

- Staff requirements are 25 percent higher than originally estimated;
- Books and audiovisual collection expenditures are 20 percent higher than originally estimated; and
- Capital expenditures are approximately 10 percent higher than originally estimated.

A high estimate of annual total program costs would be $186.675, which is 14 percent higher than the best estimate.

II. Program Effectiveness

Summary of Program Effectiveness

The Library-Go-Round is not only reaching its target groups of hard-to-reach disadvantaged children, it is having a major impact on the communications attitudes, behavior, and skills of almost all the children it reaches. Three quarters or more of the parents interviewed report that their children are more interested in reading, read or look through more books, understand better what they read, feel more grown up, want to go to school more, watch more educational television, make themselves better understood, and get along better with other children (Figure 2). A majority of parents report that they themselves now read more and know more about the library, community, and child care.

The Library-Go-Round serves as a training ground for Queens librarians and as such has had a positive impact on the Queens Borough Public Library. The program is well appreciated in the local community.

Penetration

Where it is serving, the Library-Go-Round is serving well. It is definitely reaching children on the streets in these areas. Because the busy city streets act as barriers and population density is so great, the Library-Go-Round can serve children within a radius of several blocks at each stop. The need is so great in Queens that, given these restrictions, scores of vehicles would be needed to reach all the children not now being served.

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: None Impact (Child): More interested in reading (94%) Changed view of library (72%) Impact (Parent): More interested in library events (72%) Want to get child interested in reading (94%)	Goal: Introduce children to books and the library Impact (Child): Reads or looks at books more (76%) Reads or looks at magazines or newspapers more (60%) Impact (Parent): Read more (74%)	Goal: Provide basic reading readiness skills Impact (Child): Writes better (81%) Knows alphabet (74%) Recognizes isolated letters (70%) Understands better what he reads or hears (83%) Reads better (64%) Impact (Parent): Learned more about what's going on in library (72%)
Non-Print	Goal: None Impact (Child): Feels grown up (85%) Wants to go to puppet shows, plays (74%) More interested in school (89%)	Goal: Give children a group experience Impact (Child): Watches educational TV (87%) Listens to records (79%) Impact (Parent) Watch educational TV more (77%)	Goal: None Impact (Child): Gets along with other children better (83%) Counts to 10 (78%) Makes himself understood better (89%) Impact (Parent): Learned more about child care (81%) Learned more about what's going on in community (72%)

The Library-Go-Round succeeds in attracting children the library does not. At one stop made by the Library-Go-Round in a housing project during the site visit, children swarmed to the van. Two story programs were given. Upon leaving, the van stopped for something at the neighborhood branch which was only five blocks away. The branch was empty. Not one child was there.

Staff make a special effort to fulfill the needs of older children and adults, although this is not the primary purpose of the Library-Go-Round.

Of those people interviewed in Queens, almost all were the mothers of the children, although some fathers and grandparents answered the questions. Over three quarters of them were black, and one third had less than a high school diploma. Very few had professional or college backgrounds. Most were employed as service workers. The sample was 19 percent white, including Italians and Spanish-Americans.

About two thirds of the children whose parents were interviewed were between three and five years old. Almost half were in no preschool program, although very small numbers were in nursery school, day care, Head Start, or kindergarten programs. About 20 percent were of school age.

Parents were very happy with the program in general and particularly so about the effect it was having on their children. Positive response levels are exceedingly high throughout the sample. It is possible that, in their enthusiasm for the program and what it was providing, many parents did not fully differentiate between questions, yielding a positive response set.

Participant Impact

The Library-Go-Round participant sample was composed entirely of the parents of preschool participants. Forty interviews were obtained from six Library-Go-Round stops. One vehicle was off the road for repairs, and of the other vehicle's eight stops, two (the Monday stops) were skipped that week because of the Fourth of July. The interviewers, black college students between the ages of 20 and 24, obtained an additional 10 interviews at homes of participants near the two Monday stops; addresses were taken from Library-Go-Round registration cards. Interviewers had difficulty finding people at home, met with refusals, or discovered they had wrong addresses. There were four refusals in all, usually because a mother had errands to do while the child was at the story program.

Parents indicate that the program has had a definite influence on their children's attitudes (see Figure 3). No affect response falls below 70 percent. This is especially true of attitudes toward reading.

FIGURE 3

AREAS OF PARTICIPANT IMPACT (CHILD)

	Percentage Reporting Program Impact Preschool/Younger School Age (N=40)
General	
Affect:	
Interested in reading	94%
View of library	72
Feel grown up	85
Behavior:	
Read or look at books	76
Read or look at magazines or newspapers	60
Watch educational TV	87
Skills and Knowledge:	
Understands what he reads or hears	83
Gets along with other children	83
Program Specific	
Affect:	
Wants to go to puppet shows, plays	74
Wants to go to other library programs	45
More interested in going to school	89
Behavior:	
Listens to records	79
Skills and Knowledge:	
Reads better	64
Writes better	81
Makes himself understood	89
Learned alphabet	74
Recognizes isolated letters	70
Counts to 10	78

Closely related is wanting to go to school and feeling grown up. One mother states of her preschool child that the program "makes him feel as though he has entered into the world of book learning, keep up with older brothers and sisters." Affect toward the library is less pronounced by comparison; but one grandmother says that her granddaughter would never have visited the library had it not been for the program.

Responses indicating program influence on actual activities are on the whole a bit lower than affect, but again, the program impact is greatest with respect to books. Almost three fourths of parents indicate program-related increase in reading frequency. This is supported by the fact that, while 41 percent of the parents say their children looked at books daily before participating in the program, the figure is almost twice as high for the children's present activity. Similarly, children are said to be looking at magazines more, and are asking for more reading materials.

Despite the fact that these children are already exposed to quite a bit of television (20 percent watch four to eight hours of television daily), the program appears to be affecting their use of this and other media. Parents report that their children are viewing more educational television, particularly Sesame Street, because of the program. Under half (46 percent) say the amount of television viewing in general has increased. Records are another new media interest among the children. Almost four fifths are reported to listen to them more, and two thirds now request them more frequently. Other media interests are low in comparison. For example, only 38 percent wish to see movies more now.

Parents have noted impressively large increases in their children's ability to communicate with others. One mother commented "at first she was very quiet in public. Now she is more verbal and outgoing." On all communications items--such as understanding, making self understood, explaining, and getting along with other children--the percentage of parents reporting program impact is high, about 80 percent. One parent felt that "it learns them how to listen. They pay attention." The program also gives the children something exciting to verbalize about with a parent. One parent felt she was enabled to "find out how much their minds are taking in. He comes back and tells me about the stories and the mobile staff's comments."

Early school skills have also been enhanced. Several parents specifically noted on open-ended responses that children were learning the alphabet and other such skills. The percentages of parents reporting program impact for all these skills were above 70 percent.

Parents almost unanimously claim that the Library-Go-Round, besides helping them by providing reading-aloud sessions for the children (which many parents felt they had little time to do themselves), is stimulating their own desire to help their children learn to read (see Figure 4). They also report having learned more about child care and education. Sixty-eight percent are now buying their children more books and are reading the books the children bring home to them.

The Library-Go-Round has apparently interested parents in the library more, but only 43 percent report they actually use it more. Some parents have taken advantage of the Library-Go-Round to get books for themselves. Seventy-four percent are reading more now, and over half are buying more books for themselves. They are more aware of what the library has to offer and of other community events as well. Quite a few parents expressed a wish that the Library-Go-Round had more to offer the adult reader. Many librarians dealing with the disadvantaged have hypothesized that checkout rules frighten away potential users. However, circulation figures (2,819 books checked out in the month of May 1971) seem to contradict this position.

Both older children and parents have shown their approval of the Library-Go-Round in unexpected ways. Program staff relate that, on several occasions in the past, older children have come into the van to look at books and have then asked to be allowed to stay for the storytelling for the preschoolers. One 14-year-old girl, too old to participate, begged to be allowed to work on the Library-Go-Round. The staff suggested that if she really wanted to help, she could round up children in the neighborhood and bring them to the truck. For several months, she has been faithfully herding several preschoolers across streets to the truck and taking them home again when the story hour is over. Mothers at other stops have made a cooperative effort to take turns going to the Library-Go-Round with neighborhood children.

Library Impact

The fact that the Queens Borough System was able to mobilize a program of this depth speaks well for its awareness of the problems and knowledge of how to attack them. The Operation Head Start program has provided the first employment for paraprofessionals in the system. At least one of these people has gone on to library school.

It is the Queens Borough Library's policy to rotate its professional personnel through all the services, including special services to the disadvantaged. One senior librarian presently on duty with Library-Go-Round had always considered herself a reference librarian. When asked to work on the mobile unit she agreed, but without enthusiasm. Since then she has been completely won over to its ideals and type of service, and is not looking forward to being rotated out of it.

FIGURE 4

AREAS OF PARTICIPANT IMPACT (PARENT)

	Percentage Reporting Program Impact
	Preschool/Younger School Age (N=40)
General	
Affect:	
More interested in library events	72%
Want to get child more interested in reading	94
Behavior:	
Reading more	74
Use library more	43
Started watching educational TV or watch it more	77
Skills and Knowledge:	
Learned more about what's going on at library	72
Learned more about what's going on in the community	79
Learned more about child care and education	81

Through employment on the Library-Go-Round, the Queens Borough library staff are learning the possibilities inherent in outreach service.

Community Impact

Directors of related programs approached for their evaluation of the Library-Go-Round were very favorable, stating that the program provided library service to people who otherwise would have no access to a library. A member of a planning board for recreational programming in the community acknowledged the Library-Go-Round's contribution to entertainment and recreation in a community where few such services are available. This person commended the "excellent participation by all segments of the community"--black, Spanish, and Italian.

Factors Related to Effectiveness

The single most important contribution to the effectiveness of the Library-Go-Round is made by the intricate, well-running combination of all the parts of the program.

A primary contributing factor is the staff's realization that the program must seek out the people it is intended to reach. Putting the van on the street was not enough. The staff went from door to door, into stores, and onto playgrounds, and told people about the programs. Personal contact is one of the keys to success of this program.

A second important realization subsequently implemented was the need for absolute regularity in service. From their own experience, the Library-Go-Round staff know that to miss a stop means the waste of quite a bit of their previous efforts. People in these areas seldom bother to inquire why the van is not there--they just assume it has been terminated and do not come back. The program director feels Library-Go-Round's regularity is responsible for the high rate of return on books--people bring books back because they know the vehicle will be there.

Although a special effort has been made to reach these people, they are not asking for or receiving special gifts or leniency. They are provided with needed books and services. They take care of books entrusted to them and return them when finished. Since the sturdier hardbound books are used in this program, there is less chance they will be so badly damaged that a mother will be ashamed to return them.

Another important factor is that the staff work successfully together. They like their work and pass on their pleasure in it to their clients. The use of paraprofessionals and drivers indigenous to the community has helped build rapport with the neighborhood people served, and has brought about greater awareness on the part of other staff to the needs of these people. However, it is debatable whether the paraprofessionals need two years of college. Others in the community, such as non-working mothers, who have experience in dealing with children and a knowledge of local conditions, might be equally effective.

The presence of senior librarians on the Library-Go-Round vehicles undoubtedly contributes to the program's effectiveness in that they obtain special books for adults and provide a supportive attitude in the main library for the Library-Go-Round concept. That these professionals also learn something of alternative forms of library service is probably more to their own advantage and the system's than to the program's. It appeared to observers that the work done by a professional librarian on a Library-Go-Round vehicle could be performed by a third aide with no loss of effectiveness.

Finally, part of the Library-Go-Round's popularity can be attributed to its special touches--the theme song, the gift books--which, while not essential to its success, have undoubtedly enhanced its appeal.

CASE STUDY NO. 8

Homework Assistance Program
Langston Hughes Community Library and Cultural Center
Corona, New York

I. Program Description

Introductory Summary

The Langston Hughes Community Library and Cultural Center, sponsored by the Queens Borough Public Library, is located in a primarily black area of Corona-East Elmhurst, Queens, New York. The library serves both low income residents of Corona and the more affluent blacks of East Elmhurst. The library offers a full range of black cultural programs and classes. As part of its services it operates a Homework Assistance Program for youngsters in the area who receive tutoring individually or in small groups from Center staff, Neighborhood Youth Corps workers, and volunteers. The program has extensive cooperation from the library and from the community (population 35,000).

The program costs ($26,730 for fiscal year 1970) are covered by the library, which is funded under LSCA. The library system gives assistance as requested but does not directly run the library.

Goals

The primary purpose of the Langston Hughes Homework Assistance Program, as stated by the supervisor of the Center, Mr. Tyrone Bryant, is to provide the setting where homework assignments can be completed with assistance from Neighborhood Youth Corps tutors, volunteers, and Center staff. In addition, the program seeks to make available, through the Center, educational materials which are not readily available in the public school system and so bring reading and comprehension levels up substantially. Much of this material relates to black culture and literature, and is geared primarily to the community's needs and interests.

According to Mr. Bryant, the program goals are part of the larger library goal, "to provide information, reading materials, and assistance with problems in an attempt to halt the trend of the community toward hard core poverty."

Target Group

The Homework Assistance Program is aimed at serving the youth of elementary, junior high and high school ages in the community. According to staff, these people are predominantly disadvantaged, low income blacks of low educational level.

Origin

Several years ago, the community in Corona decided that their needs could best be met by the establishment of a community library. It was felt that a recreational program or community center would have little permanent impact on the participant. As Mr. Bryant put it, such programs offer little besides a place to play pool. The community felt that a library would accomplish something lasting.

Five years were spent trying to get funds. Finally, in 1967, LSCA funds were made available through the Queens Borough Public Library. Mrs. Elizabeth Merkelson, director of the system's Extension Services and a resident of the Corona area, helped as liaison between library and community in finalizing details of community wishes and involvement. The community-controlled library became a reality in April 1969, but only after pressure tactics were applied by the residents to the business venture located in the desired building. In order to ensure that the center would serve and be responsive to community needs, a governing board was established. This board, the Corona-East Elmhurst Library Action Committee, has 100 active members who are responsible for the existence of the Center, all hiring, and all development activities of the Center. The board represents a wide cross-section of community residents, from the chairman, Mr. James E. Robinson, Assistant District Attorney of New York, to the average resident of the community. Full cooperation of the community was credited with securing the opening of the Center.

As part of the Center's programming on black culture and self-awareness, the Homework Assistance Program was begun in 1969.

Implementation

Facilities

The Langston Hughes Community Library is located on a main boulevard in a depressed area of Queens. The building, an old warehouse, was completely renovated with bright colors, an artistic lighting design, carpeting, and air conditioning, and is equipped with individual stereo equipment. The library does not maintain traditional procedures such as fines or complete silence in the facility.

Activities and Materials

The Homework Assistance Program operates in the context of a wide variety of cultural and educational programs, ranging from poetry readings by Nikki Giovanni to Swahili and judo lessons. Classes in journalism are offered by members of the New York Times staff. The library also provides a full collection of black materials. Art exhibits are on display ranging from works of staff members and participants to special exhibits loaned by the Metropolitan Museum. The library also provides information on employment opportunities, training programs, health care, and scholarships.

In the Homework Assistance Program, children come to the library after school from 3:00 to 5:00 P.M., Monday through Friday, and get help with their homework assignments. The major emphasis is on tutoring the individual child on a one-to-one basis or in a small group setting. Usually the participant works on an individual basis and receives assistance from a tutor as often as needed. Center staff double check the participant's homework before he leaves the building to make sure the assignment is complete and to allow for corrections if needed. Most participants come regularly at least twice a week.

Staff

The library is totally staffed by community people with no prior library training. The staff conducting this program consists of the program's director, who is a part-time staff member of the Center; six to seven Neighborhood Youth Corps members who also go to school; two volunteers; and the six permanent Center staff. Since the library facility is closed to regular traffic during the program's scheduled hours, this staff time is utilized in the program. Mr. Bryant, supervisor of the Center, is ultimately responsible for the program; however, his primary function has been to oversee, develop, and implement the total cultural activities programming for the Center.

The original program was started with 20 high school volunteers from a private school in Jackson Heights, mostly white and middle-class. Since the program serves primarily blacks, it was felt that community people could relate better to the needs of the participants. Hence, members of the Neighborhood Youth Corps and other persons from the community were recruited to act as tutors for the program.

The staff have had little previous experience in conducting a homework assistance type of program, and do not have special skills or training in dealing with reading or math problems. They do, however, possess enough knowledge and ability in any particular subject to assist participants. The program does not provide special training in methods of tutoring, but there are weekly staff seminars in which areas of concentration are reviewed and evaluated.

The staff are highly motivated in their personal educational goals. Most are in college or are planning to go. Many are planning to enroll in graduate programs. This group appears to be strongly committed to the goals of the program.

Recently, that portion of the program serving high school participants was taken over by the City Board of Education, using the newly opened second floor of the library. The library program will now concentrate on assistance to younger children.

Publicity

The program and the library are the effort of the community. Communication with various groups, organization, and institutions in the community regarding the program has been accomplished by means of fliers and posters designed by a gifted staff member, and through direct contact by Center staff. Contacts with school officials, guidance counselors and teachers have resulted in disseminating information about the program and in coordinating community activities.

Relation to Library

The program is fully supported by the library both in a financial sense and in a cooperative sense. The library is run independently of the Queens Borough Public Library in terms of planning, development of activities and daily operations and budget.

Relation to Community

The library and its programs are an integral part of the community, which gives full cooperation in publicity aid, planning support, activities assistance, and participation in activities. In the Homework Assistance Program itself, staff involve the community by conferring with parents and teachers on participants' progress or problems.

Program Costs

Estimated real total program costs during fiscal year 1970 were $26,730 (Figure 1). The program budget is provided through the Langston Hughes Community Library and Cultural Center and is LSCA supported. In addition, members of the Neighborhood Youth Corps work as tutors in the program.

Staff requirements constitute 75 percent of total program costs. The staff consists of a director, six Neighborhood Youth Corps members, and the entire Center staff, who are available to provide assistance to the program. A cost figure for the book collection could not be determined, since the participants have access to the total library collection and use whatever they need. Services and supplies in the form of rental equivalent and miscellaneous expenditures account for the balance of 25 percent of total program costs. Approximately 4,000 square feet of floor space are utilized to conduct the program.

FIGURE 1

PROGRAM COSTS

Cost Type Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional		$9,000		$ 9,000
Nonprofessional		7,470	$3,500	10,970
				19,970 (75%)
II. Program Services & Supplies				
Rental Equivalent		4,260		4,260
Miscellaneous		2,500		2,500
				6,760 (25%)
TOTAL		$23,230 (87%)	$3,000 (13%)	$26,730

The supporting library, Langston Hughes Community Library and Cultural Center, had total expenditures of $143,632 during fiscal year 1970, and its parent system, the Queens Borough Public Library System, had total expenditures of $10,233,520. Library/library system supporting services account for 16.1 percent of the library's total expenditures and a miniscule percentage of the system's. Estimated real total program costs represent 18.6 percent of the library's total expenditures.

A high estimate of annual total program costs would be based on the following assumptions:

- Staff requirements are 25 percent higher than originally estimated; and
- Services and supplies are 25 percent higher than originally estimated.

Based on these assumptions, the estimated annual total program cost would be $33,410. This is approximately 25 percent higher than present total program cost.

II. Program Effectiveness

Summary of Program Effectiveness

The Homework Assistance Program has influenced participants to like reading more, to read more, and to understand more of what they read (see Figure 2). Library skills have also been positively affected. The program is reaching 25 to 30 participants a day and most of them are now coming regularly at least twice a week.

Impact of the program on the community has been positive, although to many residents and participants the program is inseparable from the very popular community library which runs it.

Penetration

During the field investigation there were approximately 13 persons participating in the program. Available to these participants were five Neighborhood Youth Corps tutors and a coordinator. The level of participation was below the average (25 to 30 per day) because the field visit was made near the end of the school year. Those present were students with a grade level of junior high and elementary school.

Statistics indicate that during the period January 1, 1971 through May 31, 1971, 1,752 youths participated in the program. These were the only figures available but it was estimated that a higher rate existed during the initial phase of the program. The decrease in attendance was due primarily to the establishment of a hard-core base of interested students who were willing to participate on a regular basis.

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: None Impact (OSA): Like to read (78%) Like library (54%) Impact (YA/A): Like to read (76%) Like library (63%)	Goal: None Impact (OSA): Read books (80%) Read magazines (58%) Finish books you start (63%) Impact (YA/A): Read books (78%) Finish books you start (67%)	Goal: Raise reading and comprehension levels Impact (OSA): Understand what you read (80%) Impact (YA/A): Understand what you read (78%)
Non-Print	Goal: None Impact (OSA): Feel grown up (65%)	Goal: Provide environment for and assistance in completing homework assignments; Make available educational materials not easily obtainable elsewhere Impact (OSA): Watch educational TV (55%)	Goal: None Impact (OSA): Do well in school (75%) Know where to look for answers to different kinds of questions (75%) Impact (YA/A): Know where to get the information you need (89%) Know how to use library (78%)

In the Center as a whole, 37 programs were held during the month of May alone, with an attendance of 1,095. The total number of patrons for the Center during the same month was 2,383. These statistics reflect the impact this Center has made in the community both with the youth and adult populations.

Fifty-two interviews were obtained. Three of these were with parents whose children were in preschool or younger elementary grades, 40 were with older elementary school children, and nine were with young adults.

All of the interviewing took place in the library. The interviewers were instructed to interview people randomly as they walked in to use the library. As each interview was completed, the next person to come in to use the library was approached for an interview. If the age of the respondent was such that he could not be interviewed, the next person to come in was approached until an appropriate respondent was found.

The elementary school children were between eight and 14 years old and in second through sixth grades. Sixty-three percent were girls. Except for one American Indian all the children were black. Ninety-three percent of those interviewed come to the library program at least once a week.

Participant Impact

Respondents seem likely to have answered the questions in terms of their reaction to the entire Langston Hughes Community Library operation and not solely in relation to the Homework Assistance Program in particular. This is hypothesized in view of high responses among the elementary school age children indicating change in liking music, listening to records, going to plays and art exhibits, and doing artwork. Similarly, other effects might be due to aspects of library programming other than the Homework Assistance Program. The effects of the library and the program cannot be viewed separately.

The program has apparently made over three fourths of all respondents feel more positive toward reading (see Figure 3), and among the older elementary school youngsters has elicited an increased interest in learning, which, however, does not carry over to an increased liking for school.

Concurrent with this change in affect, reading behavior has been positively affected. Almost 80 percent of both age groups are reading books more, and among the younger children, 58 percent are reading more magazines and newspapers. Almost two thirds of each group are finishing more of the books they start. Ninety percent of the participants also feel the program influences the type of reading they do.

FIGURE 3

AREAS OF PARTICIPANT IMPACT

General	Percentage Reporting Program Impact	
	Older School Age (N=40)	Young Adult/ Adult (N=9)
Affect:		
Like to read	78%	76%
Like library	54	63
Feel grown up	65	NA
Feel good about yourself as a person	NA	35
Behavior:		
Read books	80	78
Read magazines	58	33
Finish books you start	63	67
Visit bookstores or stores that sell books	30	33
Watch educational TV	55	44
Skills and Knowledge:		
Understand what you read	80	78
Program Specific		
Skills and Knowledge:		
Do well in school	75	44
Know where to get the information you need	NA	89
Know where to look for answers to questions	75	NA
Know how to use the library	NA	78

Reading and library skills are similarly influenced by the program. Around 80 percent of each group think that their reading comprehension has been positively influenced. The younger children also feel the Homework Assistance Program has helped them do better in school. Three fourths of the younger group and 89 percent of the older group report that they now know where to get the information they need. Seventy-eight percent of young adults know more about the library. The area of reference knowledge seems to be the greatest effect felt by young adults. Influence on elementary aged children is more diffuse.

Library Impact

Every effort is being exerted to retain this community-based library and its various programs. Staff people within the system are aware of the operation and the ends it hopes to achieve. The response of library system people like Mrs. Merkelson has helped to bridge the gap that existed between the community of Corona-East Elmhurst and the total Queens Borough community. Although the library center is given a free rein to develop its program, the library system provides all the necessary support and assistance requested. The director of the Queens Borough Public Library expressed this attitude after the community library's first year, when he remarked, "We think we need five more of these in Queens."*

Community Impact

The Homework Assistance Program has made teachers in the public schools more aware of library services available to their students. More completed homework assignments are a result of the program, and parents and teachers see results as being positive in terms of attitudes on the part of the participants toward school. The director of a community agency feels that the true impact of the program cannot be measured for some years to come but results will become evident as time progresses.

By all reports the Langston Hughes Community Library and Cultural Center has established itself as a symbol of pride in the community and is viewed as a viable institution by the residents.

Factors Related to Effectiveness

The overriding factor contributing to effectiveness in this program is the fact that the Center in which it is located serves not only library needs but is projected as a community controlled and operated agency. The Center is truly a community venture, able to point to a broad range of participation from all segments of the area population, and having a governing board of over 100 persons. It has provided the community with relevant literature, and employs a staff that can respond to the needs of participants. These factors promote a highly positive and supportive attitude in the community toward the Homework Assistance Program.

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* Reprint from Long Island Press, March 29, 1970, article entitled "Queens Director Eyes More Community-Run Libraries."

There is a unique concern on the part of the staff to see that program participants get a "better chance." Students are motivated by the fact that staff evidently expect a certain level of performance. Another positive stimulus is the sympathetic interest and enthusiasm of the Neighborhood Youth Corps tutors.

Of equal importance, perhaps, is the large collection of black literature, which provides relevant data for use in homework assignments. In addition to providing resource materials and help in completing assignments, the library gives youth a quiet place to study.

Participants must have a minimal level of motivation to become involved in this program; however, the materials, staff, and atmosphere of the library exert a strong influence to keep participants involved.

CASE STUDY NO. 9

Richmond Boys Club
and
Richardson Outreach Libraries
Morrisson-Reeves Library
Richmond, Indiana

I. Program Description

Introductory Summary

Since 1965, the Morrisson-Reeves Library in Richmond, Indiana has run two satellite facilities, the Boys Club Library and Richardson Library at Townsend Community Center, for the disadvantaged youth of the city.

Richmond, Indiana is a small city of 35,000 located in northern Indiana. The economy of the surrounding area is agricultural. The black population of Richmond comprises under 10 percent of the total and is compactly concentrated in "inner city" areas in the north and south parts of town.

The program uses both books and nonprint materials such as games and crafts to interest young people, ages six to 20, in reading. The Morrisson-Reeves Library provides staff and materials, and by 1971-1972 will take over all of the funding for the program, originally supported by LSCA grants. The estimated real cost of the program for 1970 was $25,025.

Goals

The objectives of the two outreach libraries are similar, and form a coherent program. The goals of the program, as stated by Morrisson-Reeves Library director, Mrs. Harriet Bard, are: (1) "to bring the library to people who wouldn't have come to the main library" and eventually motivate them to use the main facility; and (2) "to give children pleasure in reading." "Emphasis has been placed on reading and the satisfaction that skill in reading gives."* Mrs. Bard further notes that the primary concerns of this program are the provision of accessible and appropriate materials for non-library oriented clientele, and the motivation of such people toward reading through the informal teaching and encouragement of reading skill.

Target Groups

Both outreach libraries are geared to the disadvantaged youth in the immediate neighborhoods surrounding the centers. Boys Club is intended for members of the Club, which is open to males only. Boys Club members number about 300; they are between the ages of six and 20, with a concentration in the 11- to 15-year-old group. Sixty percent of these boys are white; 40 percent are black.

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* Morrisson-Reeves Library Annual Report, May 1970.

Richardson Library is located in a black section of the city populated by the disadvantaged. The Townsend Community Center in which it is housed serves the local community with cultural and recreational activities for all ages. Attendance at Center activities, however, is strongly within the elementary school to young adult (six- to 20-year) age brackets.

Origin

The Richmond outreach libraries have been funded since 1964-1965. The original grant was made by the Indiana State Library Association in 1964 and was between $25,000 and $30,000 of LSCA funds. This full support was continued during the period 1965-1966 through 1968-1969. For 1969-1970, LSCA assumed two thirds of the costs of the program; and for 1970-1971, one third of the cost. The Morrisson-Reeves Library assumes full responsibility for the program funding as of 1971-1972.

The initial proposal for a Boys Club library was submitted to the State Library Association in November 1964 by Mrs. Harriet Bard on the request of Mr. John Brzuzy, executive director of the Boys Club. He wished the library to establish a branch in the Boys Club building and offered a room for it. Its purpose would be to motivate voluntary reading among the Club members and help them to improve school performance. The Morrisson-Reeves Library initially supplied chairs, tables and shelves, audiovisual and crafts materials, and 1,000 books of special appeal to boys; and it has continued to maintain and enlarge this collection. The Boys Club Library was well-attended almost from the start.

The Richardson Library was proposed to the Indiana State Library Association in April 1965, and approved for funding shortly thereafter, partly on the basis of the success of the Boys Club Library. The Townsend Community Center in which it is located is a cultural-recreational center built with community-donated United Fund money in 1965. At the time of its erection, the Center served a population which was 60 percent black and 40 percent white. Its immediate neighborhood has since become predominantly black. Mrs. Bard offered the services of the Morrisson-Reeves Library in setting up and maintaining a facility in the Center. Her offer was accepted by the Townsend Board of Directors. As at Boys Club, the Townsend Community Center donated a room and the library stocked and staffed it. The collection supplied to the Richardson Library stressed black materials (history, culture and fiction), easy reading materials and preschool picture and reading materials.

The Richardson Library did not meet with immediate success. Much publicity was used to encourage attendance: The Center's two home visitors carried fliers door-to-door to the community and posters were hung in grocery stores, liquor stores and barber shops.

At inception, the library was open every weekday afternoon and staffed by a librarian who tried innovative programs (e.g., films, board games) to attract patrons, but to little avail. After a year, both the Center and its library remained underused. As Mrs. Bard expressed it, "We were babysitting the same children--all day, all the time." The Richardson Library hours were cut, and when the original librarian left, his place was assumed by the current librarian, Mrs. Maxine Potter, a "subprofessional" with more than two years of college, and state certification as a librarian.

Implementation

Staff

Both libraries have staff of mixed professional and nonprofessional backgrounds. The Boys Club Library staff includes a professional librarian, Mrs. Helen Brenner; two paraprofessional assistants, one of whom acts as a reader-listener; and a high school student assistant. Richardson Library, in an almost exclusively black community, is staffed by Mrs. Potter, who herself is black; two assistants; two volunteer reader-listeners; and one high school student assistant. The supplementary paraprofessional volunteer reader-listeners are middle-aged white women (formerly or presently librarians and teachers) who are paid for their services. It is Mrs. Bard's belief that "the best volunteers are the ones you pay--and pay well, at that." The volunteer reader-listeners maintain friendly one-to-one relationships with individual children, as do the librarians, especially with the younger elementary school children. They listen to children read, tell stories and help shape up children's reading skill.

The Morrisson-Reeves regular staff working at the two outreach centers is rotated periodically back to the main library, for Mrs. Bard's policy is to alternate grueling, demanding outreach work with the more leisurely and quiet pace of the main library. With the exception of Mrs. Potter, who works 30 hours a week in the outreach libraries, the staff members each work between two and seven and one half hours a week on the program.

Hours

The hours of both libraries are limited by the operation of the associated agencies. The Boys Club Library is located in a large room in the Club and has no separate entrance; its hours must therefore coincide with the Club's. It is open Tuesday and Friday from 4:30 to 7:30 P.M.

and it closes during August, the vacation for Boys Club. At present, Richardson Library is open Monday, Wednesday, and Friday from 3:00 to 5:15 P.M. and Monday from 7:00 to 9:00 P.M. for older students. During the school year, the library is open mornings and afternoons for class visits and Head Start story hours. Like the Boys Club Library, Richardson Library is limited to the hours of the agency in which it is housed.

Activities and Materials

A heavy stress is placed upon reading and print-based activities at both Boys Club and Richardson Libraries. Boys Club Library handles a National Boys Club Reading Contest and sponsors its own Win-A-Book Club (boys who read 10 books to a reader-listener receive a free Scholastic Press paperback). Richardson Library maintains Reading Achievement charts for individual children. It also runs story hours for preschoolers, a Win-A-Book Club, and the Library "In" Club ("if you read, you're in"), reading club for fourth to sixth graders with crafts and special events. The general strategy at both libraries is the use of high-interest reading-related material (visual and crafts) to stimulate reading in a room containing relevant printed matter. "We try to make all activities relate to books and the library."[*]

Activities observed in site visits to both centers included active crafts work, use of Viewmaster and coloring materials, and participation in reading clubs and contests. Reading behavior and book circulation were encouraged but not formally stressed. During the school year, tutoring is held in both centers; year-round, children are encouraged to read or listen to the volunteer reader-listeners.

The book collections at both libraries have remained about the same since inception. Nonprint materials and activities have been used from the beginning at both libraries, especially in an attempt to attract participants to reading materials and reading-related programming. Program implementation has remained consistent at both centers. Boys Club relies on high-interest word games, puzzles, coloring, papercraft, and drawings as well as free access to the blackboard for all boys. Richardson Library has similar activities, but also programs for preschoolers and school class visits. Use of small table games like chess and checkers, begun at Richardson in 1965, and the services of an art instructor (1965-1966), as well as regular film programs (1965-1966) were discontinued in later years. The first two of these had functioned as semi-successful "come-ons" to get children into the library.

Library Procedures

Clerical procedures are looser in the outreach libraries than at the downtown library. Although patrons must have a library card to sign out books and must follow a regular checkout procedure, tolerance of overdue returns in shown. Noise and food are tolerated in both facilities; in at least one library, candy is distributed by librarians to preschoolers as an incentive to attend a story hour.

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[*] Morrisson-Reeves Library Annual Report, May 1970.

Publicity

Except for notices in the Boys Club and Community Center, neither library makes special efforts to publicize the program.

Relation to Main Library

Boys Club and Richardson Libraries comprise a project cluster with branch status vis-à-vis the Morrisson-Reeves Library. All staff (except volunteer reader-listeners) at Boys Club and Richardson also work part-time at the Morrisson-Reeves Library.

Relation to Community

Both Boys Club and Richardson Libraries maintain relations with the community organizations in which they are located, as well as with schools. The Boys Club director, Mr. Brzuzy, meets with Mrs. Brenner and other library personnel to decide on library materials and policies. Mr. Brzuzy and other Boys Club staff encourage boys to use the library, which seems to be an integral part of Club activities. The Boys Club emphasizes schoolwork, and the boys often use the library for doing homework.

Mr. William Blake, director of Townsend Community Center, meets with Mrs. Potter on suggestions for materials and programming at Richardson Library.

Program Costs

Estimated real total program costs during fiscal year 1970 were $25,025 (Figure 1). The program has an operating budget of $12,425, or approximately one half of the cost of the program. This was provided under an LSCA grant. In addition, the program is partly supported by existing Morrisson-Reeves Public Library resources of $1,775 or seven percent, and non-compensated services of $10,825 or 43 percent.

Staff requirements constitute 68 percent of the total program costs. The staff assigned to the Boys Club Library consists of a professional librarian, two paraprofessional assistants, and one high school student assistant. The staff at the Richardson facility consists of a certified librarian, two assistants, two volunteer reader-listeners, and one high school assistant. A rental equivalent of $6,700 or 27 percent of total program costs was assumed as non-compensated services. This

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional	$ 625			$ 625
Nonprofessional	11,085	$1,250	$4,125	16,460
				17,085 (68%)
II. Collection				
Books	185	525		710
Audiovisual materials	55			55
				765 (3%)
III. Program Services & Supplies				
Rental Equivalent			6,700	6,700
Telephone	40			40
Postage	5			5
Supplies	60			60
Travel	15			15
Legal	25			25
Film & Machine Rentals	205			205
				7,050 (28%)
IV. All Other				
Library Equipment	125*			125 (1%)
TOTAL	$12,425 (50%)	$1,775 (7%)	$10,825 (43%)	$25,025

* Amortized over a 10-year period

represents the free space utilized at both the Richardson and Boys Club facilities. Specifically, at Boys Club, 672 square feet are utilized for approximately 1,500 hours; at Richardson, 500 square feet are utilized approximately 450 hours, a homemaking area of 900 square feet is utilized approximately 200 hours, and an auditorium of 1,700 square feet is used approximately 50 hours during the course of the program year.

The supporting library, Morrisson-Reeves Library, had a total expenditure of $323,257 during fiscal year 1970. Library/library system supporting services accounted for 0.005 percent of the library's total expenditures. Estimated real total program costs represented 0.7 percent of the library's total expenditures.

A high estimate of annual total program costs would be based on the following assumptions:

- Staff requirements are 25 percent higher than originally estimated;
- Rental equivalent is based on a rate of 0.0085; and
- All other categories are 50 percent higher than originally estimated.

A high estimate of annual total program costs would be $35,260, about 40 percent higher than the estimated real cost.

II. Program Effectiveness

Summary of Program Effectiveness

The Richardson and Boys Club outreach libraries are reported by participants to have changed a wide variety of print and nonprint affect behaviors and skills (Figure 2). A majority of participants report liking reading, the library, and themselves more; greater skill in reading and knowing where to get needed information; greater use of books, magazines, and the school and public libraries; and better work in school.

The outreach libraries are supplementing the services of the public library and local community educational agencies.

Penetration

Both programs reach at least a segment of their target groups. However, according to the Richardson Library staff, both have experienced difficulty in interesting adults and young adults. Richardson Library has not been able to attract adults from its neighborhood, even though it has adult materials. Perhaps the Center's image as a "hangout" for children and teenagers repels adults who might use it if it were located on neutral ground (e.g., a storefront or separate building rather than inside the

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: Increase reading pleasure and liking of library Impact (OSA): Like to read (79%) Like library (86%) Impact (YA/A): Like to read (87%) Like library (100%)	Goal: Encourage reading and library use Impact (OSA): Read books (81%) Read magazines (61%) Finish books you start (89%) Use school library (65%) Use public library (52%) Impact (YA/A): Read books (63%) Finish books you start (56%) Use card catalog (67%)	Goal: Increase reading skill Impact (OSA): Understand what you read (77%) Impact (YA/A): Understand what you read (50%)
Non-Print	Goal: None Impact (OSA): Feel grown up (64%) Impact (YA/A): Feel good about yourself as a person (71%)	Goal: None Impact (OSA): Watch educational TV (58%)	Goal: None Impact (OSA): Know where to look for answers to different kinds of questions (73%) Do well in school (92%) Know how to use card catalog (81%) Impact (YA/A): Know where to get the information you need (82%) Do well in school (72%) Know how to use library (83%)

Center). Boys Club attracts a segment of younger boys (five to 12 years old) using the Boys Club, but draws few young adults.

The program seems to have a modest but consistent attendance. The program director, Mrs. Bard, estimated that attendance varied between 20 and 60 a day and averaged 200 for the entire week. On the days of the site visits, there were approximately 30 participants, mostly young boys, at the Boys Club. At Richardson, the 25 to 27 patrons had a more varied age distribution.

Written questionnaires were administered at the two sites. Twenty-six patrons were interviewed at Richardson: 11 young adults (six females, five males), and 15 older school children (nine females, six males). At Boys Club, 23 patrons were interviewed: eight young adults and 15 older school age children, all male. In all, 19 young adults and 30 older school age children were interviewed.

The average age of the older school age (OSA) respondents is 10, with ages varying between seven and 13. All but one of the young adult (YA) respondents are under 21 years of age. Three fifths of the former group, and over four fifths (81 percent) of the latter group are black.

Participants in the programs have widely varying previous histories of library utilization. Almost half (44 percent) went to the library less than once a month before first going to the program. At the other end of the spectrum, slightly more than one quarter (28 percent) used to go to the library once a week or more.

Participant Impact

Figure 3 describes the pattern of program impact among older school age and young adult respondents for both satellite libraries. Two observations can be made regarding the program impact described in this table. First, the general pattern of high percentages indicates a high degree of program acceptance and appreciation among the participants. In fact, all but one of the respondents say they have gotten what they want out of the program.

The second observation would suggest that the older school age participants are getting more out of the program than are the young adults. In six of the seven cases where there are large (10 percent) differences between impact reported by the older school age and young adult participants, the former group reports more impact. This finding is consistent with the fact that the library staff report difficulty in interesting young adults in the library program. In addition, it appears from observations made during the site visits that program content tends to focus more on the interests of younger participants.

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact	
	Older School Age (N=30)	Young Adult/ Adult (N=19)
General		
Affect:		
Like to read	79%	87%
Feel good about yourself as a person	NA	71
Feel grown up	64	NA
Like the library	86	100
Behavior:		
Read books	81	63
Read magazines	61	47
Watch educational TV	58	22
Finish books you start	89	56
Skills and Knowledge:		
Know where to get information you need	NA	82
Know where to look for answers to different kinds of questions	73	NA
Do well in school	92	72
Know how to use the library	NA	83
Understand what you read	77	50
Program Specific		
Behavior:		
Use the school library	65	NA
Use the public library	52	NA
Use the card catalog	NA	67
Skills and Knowledge:		
Know how to use the card catalog	81	NA

There is clear evidence that the Boys Club and Richardson outreach libraries are having an effect on the reading affect, behavior, and skills of their participants. Over three quarters of the older school age and young adult respondents (79 and 87 percent respectively) credit the program for an increased desire to read. Majorities of both groups (81 and 63 percent) say they read more books. Somewhat fewer (61 and 47 percent) report reading more magazines. While over three quarters (77 percent) of the younger group say that they can better understand what they read, a bare majority of the older participants give the program credit for increasing their reading comprehension.

Another area of important program impact is the participants' increased use and knowledge of library facilities. All of the young adults and the vast majority (86 percent) of the older school age participants say that they like the library more. Reasons for this positive change in affect vary among the respondents. One says that he likes the library more "because you can check out more books than ever." Another reports that "it was the only place where I could get information for my school work and get good books to read." A third says that he "liked the way they have these books arranged. It's easy to find what you want."

Majorities of both groups (73 and 82 percent) say that they are better able to get the information they need. Over four fifths of the young adults maintain that they know how to use the library better (83 percent) and two thirds say that they use the card catalogue more. Among the younger respondents, a majority report that they use the public and school libraries more (52 and 65 percent, respectively). Over four fifths (81 percent) say they know how to use the card catalogue better. One of this group describes his program experience as follows:

> Our class came to the library and she read us some books. We went around in the card catalog to try to find our favorite books and they helped you on almost everything.

Library Impact

While the outreach libraries were intended to feed clientele into the main library for school reference and research and access to the fuller collection that Morrisson-Reeves Library offers, they do not accomplish this objective. Mrs. Bird cited "difficulty in getting them [the Center's neighborhood children] to the main library when they reach the seventh grade; for they are inclined to stay in one area." A similar pattern holds for Boys Club Library participants, although that library serves older boys than Richardson Library does. Thus, the outreach centers paradoxically compensate for and reinforce the insularity of the client populations.

The change in funding source shows another aspect of the program's impact on the library. As of fiscal 1971-1972, the costs of these formerly federal projects have been completely assumed locally. Mrs. Bard feels that because the projects were "a successful experiment under LSCA, they were taken over locally without a murmur."

Community Impact

The main impact of the library on the community has been in its supplementation of educational services. The director of Richmond's Head Start program considers the presence of the library important to the Head Start teachers who bring their classes to Richardson for story hours and tours, and for Head Start personnel who receive in-service library training. Though she has not personally assisted in selection of materials, she feels Richardson Library has "a tremendous selection of preschool materials--books, records, pictures," and is "very up-to-date." The principal of an elementary school near Townsend Center feels that the library maintains good relations with his school and supplements the resources of the school library. Each of the school's classes has two visits a year to Richardson, and the library encourages children to join the Win-A-Book Club. The principal has advised the library director on the special interests of the students at his school. In addition, teachers supply Richardson personnel with information on the reading level and interests of individual students, to aid librarians in dealing with these children.

The staff of the two outreach libraries generally agree that the Boys Club Library is the more successful of the two, partly because of closer cooperation with Boys Club staff. As one volunteer reader-listener put it, there is a difference between the libraries due to "the atmosphere of respect and self-discipline fostered by [the Boys Club director and program director]." The difficulties at Richardson Library are attributed to rapid turnover in Townsend Community Center staff, resulting not so much in uncooperative attitudes but in lack of cooperative actions. For example, regular film showings were discontinued because of insufficient cooperation from Townsend personnel in "giving assistance in setting up the room and supervising."* In addition, the Richardson Library suffers somewhat from the fact that Townsend Community Center is underused.

Factors Related to Effectiveness

In large part, the success of Boys Club and Richardson Libraries is due to their staff. The professional and paraprofessional librarians show interest and dedication to their libraries and the children who attend them. Mrs. Bard's use of paid volunteer reader-listeners is an effective way of providing children with informal tutoring and individual attention. The program's stress on inexpensive nonprint inducements to reading and word study (e.g., blackboard writing, papercraft, question of the day) has paid off in "hooking" young library users on reading and could easily be emulated.

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* Morrisson-Reeves Library Annual Report, May 1970.

The relationship of an outreach library of the Boys Club or Richardson type to the center in which it is located is of crucial importance in determining response to a library in a specific neighborhood. In the case of the Richmond program, Boys Club Library has positively profited from its association with the Boys Club. The Boys Club staff has had long tenure and is very cooperative with the library. The boys' respect for and interest in their club carries over to the library. The library has become "their" library. It is a comfortable, helpful adjunct to the club, but it is not a community facility, as neither girls nor adults of either sex use it. They are, of course, not barred from Boys Club. Ideally, cooperation would also extend to interaction between center and program staff in regard to scheduling hours and activities, setting up equipment for special activities, and exchanging views on effective types of materials to use.

An important factor in choosing a center would be the type of clientele it draws. The experience of the Richmond program indicates that the outreach library will attract primarily the same people the center does.

The library collection can come from a main library, but may need to be supplemented by materials specially geared to the target group. The Richmond program demonstrates that low cost, easily obtainable materials can be used successfully to stimulate interest in reading.

CASE STUDY NO. 10

Gateway Library
Muncie Public Library
Muncie, Indiana

I. Program Description

Introductory Summary

The Muncie, Indiana Gateway Library is an outreach library and information center housed in the Gateway Christian Center. It is located in Muncie's Industrial Area, a part of the inner city with a predominantly black, disadvantaged population. Muncie is an industrial town of 50,000 with about 10 percent black population. Many of the black people in Muncie are disadvantaged. The rate of black unemployment is high; and drugs, dropping out of school, and unwanted pregnancy pose great problems to the black community.

The program's aim is to "bring some type of library service to a real poverty area of Muncie."* To residents of this area, most of whom find access to Muncie's main library difficult, Gateway Library provides practical information, a relatively quiet place for reading and study, and high-interest reading materials relevant to the black experience. It also offers activities--specifically tutoring and informal weekly discussions known as "Gripe Sessions"--designed to help children and young adults do better in school and deal with the special problems they face as minority group members.

The estimated annual cost of the program, $38,820, is covered by the Muncie Public Library System through LSCA funds.

Goals

According to Mr. Leon Jones, director of the Muncie Public Library, the overall objective of the Gateway Library is to bring library service to the Industrial Area of Muncie. The residents of this area have no traditions of library use and showed little interest in the bookmobile which had been serving this part of town prior to the establishment of the Gateway Library. It was felt that an indigenous outreach library might be better able to "reach the people of the community and gain their confidence."**

Mrs. Ada Hinds, the director of the Gateway Library, claims specific program goals to be "getting kids to do better in school" and "helping them with racial problems in school." A good part of the library's special programming is directed toward education and enrichment for older school age children and young adults.

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* Muncie Public Library Annual Report, 1970, "Project VIII, Gateway Library Center."

** Ibid.

Target Groups

The library's services are directed toward all the people who live in the Muncie Industrial Area. Its materials, staff and format are intended to make a special appeal to the area's black population. Materials are available for users of all ages, but special programming is focused on elementary, junior high and high school students.

Origin

Gateway Library has been in operation since April 1968, in an old church purchased by a Baptist group as a recreation and religious center for people in the Industrial Area. Mr. Jones offered the library's resources in setting up an outreach facility in the building and was accepted. An initial LSCA grant of $30,000, obtained through the Indiana State Library, provided funds for shelving, books and other materials, and staff. At first, books from the regular Extension Service were used to stock Gateway, but they evoked little neighborhood response because, in Mr. Jones's words, most seemed "written by and for nice little white people." The black history and literature list compiled by the New York Public Library proved helpful in initially locating books, and the Gateway staff has completely taken over the function of ordering books.

Implementation

Staff

Mrs. Hinds, Gateway Library's director, is a black woman whose background is in social work. She was hired for the position, according to Mr. Jones, "because she could relate very well to the community itself." She had had previous experience with the black disadvantaged in her native Cleveland and also in Baton Rouge, Louisiana, where she initiated a Head Start program, integrated the Girl Scouts, and did voter registration. As a mother of five children, her experience with young people has been good training for dealing with the children and youth at Gateway.

Two full-time clerks assist Mrs. Hinds in running the library. Both are local residents, are black, and have excellent rapport with Gateway patrons. In addition to these clerks, Gateway has had three work-study students from Ball State University, each working 15 hours a week during the academic year; the free services of art teachers for enrichment classes, and volunteer tutors for school students.

Facilities

Gateway Library rents the largest room--the former church nave --in the Center. In addition, it holds programs and uses storage space in other parts of the Center. The Gateway Library maintains its own entrance and its own hours, and is independent of Center regulation. As a result, it maintains its character an an independent full-fledged facility related to, but not identical with, the Gateway Center.

The library is open during the school year (September 15 through May 30) from 1:00 to 9:00 P.M., with morning hours for class visits and Head Start story hours (a Center activity). During the summer the library's hours are 9:00 A.M. to 6:00 P.M.

Materials

The library is furnished with small chairs and tables for young children as well as regular adult-sized furniture. Materials are conveniently shelved and divided into the following categories: Junior Fiction, Junior Nonfiction, Adult Fiction and Nonfiction, paperbacks for all age levels, games, audiovisual materials, and periodicals. The staff has attempted to stock as much black literary and historical material as possible in obtaining paperbacks and periodicals. Material on practical problems, sex, drugs, and employment is also available and is conspicuously displayed. Materials are not graded and patrons are free to borrow anything printed that is in the library. As noted above, the nucleus of the collection was material from the regular library extension, and later "whatever looked good" to Mrs. Hinds. She asked neighborhood people what they felt would move in their library, and bought just those things. By Muncie regular library standards, Gateway materials could be said to lean toward sensationalism. "I find I spend most of my money on nonfiction," Mrs. Hinds reported, "but if people want to read Mandingo, why should I buy Of Mice and Men?"

Activities

Program operations were observed on June 3 and 4, 1971, during late morning and early afternoon hours. The patrons, ranging in age from elementary school through young adulthood, came in, settled themselves, and read or jokingly conversed with the clerical staff. Only one or two were observed to check out any reading material. Perhaps because of exceptionally good swimming weather, only about 20 users visited each day. Mrs. Hinds claims as many as 278 users in one week, or about 55 per day, as peak academic year attendance. Tutoring and enrichment classes are held twice a week in the school year, but could not be observed during the field visit. Tutoring is done on a one-to-one basis and focuses on specific problems the student may be having with one subject. "Gripe Sessions," during which young adults can freely discuss social, educational, and career problems are also held weekly throughout the school year.

A certain amount of discipline is expected of users of the library. Patrons must be orderly, must refrain from putting feet on the furniture, and may be expelled for infractions. An offender "can be thrown out for two or three weeks and Mrs. Hinds tells your mommy, too," or so she claims. The children observed seemed orderly enough, although the noise level in Gateway far exceeded that of a traditional library.

The staff know each participant personally and try to attend to individual needs and wishes. Participants must have library cards--easily obtainable at Gateway--in order to borrow books, but they are not rigidly held to return deadlines, and fines tend to be forgiven if a good excuse for tardiness is given.

Participant Role

Requests from participants for new materials and activities are welcomed and quickly acted upon. They may carry out their own ideas for in-library activities if they observe Mrs. Hinds' minimal rules of order. Participants are also urged to contribute their writings to Gateway Library's periodical, "The Other Side of the Question."

Publicity

Of the different types of publicity Gateway has used, Mrs. Hinds finds door-to-door personal visits the most effective. She and her staff make use of this technique to publicize the library's services. In addition, the library periodical, "The Other Side of the Question," is put out to disseminate news of library activities and materials. It appeals especially to children and young adults, but is meant to reach adults, too. According to Mrs. Hinds, Gateway's word-of-mouth reputation around the community is also very important: "Participants just seem to bring in others all the time." Mrs. Hinds herself tries to reach out beyond the Industrial Area to bring all Muncie information about Gateway Library. She gives lectures to high school classes and to groups ranging from social workers to women's clubs. In this way she has built up a dynamic Gateway image and elicited general community interest, recognition, and aid.

Future Changes in Program

Mrs. Hinds contemplates an eventual regularization of Gateway Library toward a more traditional branch library pattern. She would eventually like to see a good librarian (with an M.L.S.) come in, perhaps to replace her; and would envision promoting one of the assistants to head Gateway Library programming. The general pattern for a Gateway-type outreach effort, she feels, must include two primary staff members: "the librarian with the degree" and "a person with community skills." She hopes the program will go on as before, even though federal funds have been cut, and she hopes that eventually Gateway Library will be funded locally as a regular library branch.

Relation to Library

The Gateway Center Library is a branch facility of the Muncie Public Library. Mrs. Hinds functions as a branch head reporting directly to the director of the main library. She does her own planning and orders materials herself without outside intervention. She is free to do what she and her clientele wish with the support of the main library and LSCA funds (for a discussion of funding, see Program Costs, below).

Relation to Community

The Gateway Library maintains good relations with other community centers and agencies. It has a supportive and advocative relationship with other agencies occupying the Center building and adjoining offices. These include Muncie ACTION, Head Start classes held in the Center, the Center's medical and birth control clinics, local churches, and the Industrial Council (the neighborhood political coalition). During the school year, graduate and undergraduate student volunteers from nearby Ball State University act as tutors and teachers of enrichment classes.

Neighborhood elementary and secondary schools cooperate with Mrs. Hinds in arranging tutoring and progress reports on their students.

Mrs. Hinds feels that the Gateway Library must function as an information center for the whole community. She welcomes individuals' calls for information, assistance, or simply an opportunity to talk, and maintains friendly and informal relations with all. Inquiries have ranged from requests for specific books to calls for help from a woman in labor and in urgent need of hospitalization.

Program Costs

Estimated real total program costs during fiscal year 1970 were $38,820 (Figure 1). The program is supported by LSCA funds provided through the Muncie Public Library System. In addition, volunteers and college work-study students function in staff positions.

FIGURE 1

PROGRAM COSTS

Cost Type Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional		$5,000	$ 300	$ 5,300
Nonprofessional	$17,150		2,880	20,030
				25,330 (65%)
II. Collection				
Books	7,330			7,330 (19%)
III. Program Services & Supplies				
Program Supplies	1,350			1,350 (4%)
IV. All Other				
Rent, Insurance	1,850			1,850
Contracted Services	420			420
Perf-OASI	1,860			1,860
Equipment	680*			680
				4,810 (12%)
* Amortized over a 10-year period				
TOTAL	$30,640 (79%)	$5,000 (13%)	$3,180 (8%)	$38,820

Staff requirements constitute 65 percent of total program costs. The permanent staff consists of the director and two clerks, each working a 35-hour week. Volunteers and college work-study students work a combined total of approximately 48 hours weekly. The program collection consists of books and represents 19 percent of total program cost. Other expenditures in the form of rent, insurance, contracted services, and equipment represent 12 percent, and program supplies four percent, of total program cost. Direct program expenditures account for 79 percent of total program cost, and library/library system supporting services and non-compensated services represent 13 percent and eight percent, respectively.

The supporting library, Muncie Public Library, had total expenditures of $599,185 during fiscal year 1970. Direct program expenditures account for 5.1 percent of the system's total expenditures, and library/library system supporting services account for a miniscule percentage. Estimated real total program costs represent 6.4 percent of the library system's total expenditures.

A high estimate of annual total program costs would be based on the following assumptions:

- Staff requirements are 25 percent higher than originally estimated;
- Book requirements are 25 percent higher than originally estimated;
- Services and supplies are 50 percent higher than originally estimated;
- Rental requirements are 100 percent higher than originally estimated; and
- All other expenditures are 25 percent higher than originally estimated.

Based on these assumptions, the estimated annual total program cost would be $50,150. This is approximately 30 percent higher than present total program cost.

II. Program Effectiveness

Summary of Program Effectiveness

The overall pattern of impact of the Gateway Library on its users in fairly consistent, but modest (see Figure 2). Over three quarters report increased skills and knowledge in understanding better what they read, and in knowing better how to use the library and how to get the information they need. However, there seems to have been no one

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: Have the library gain the confidence of the community Impact: Like library (57%) (N=14)	Goal: Bring library service to disadvantaged areas Impact: Read books (57%) Read magazines (62%)	Goal: None Impact: None Understand what you read (78%)
Non-Print	Goal: None Impact: None	Goal: Help children with racial problems in school Impact: None	Goal: Getting children to do better in school Impact: Do well in school (63%) (N=16) Know where to get the information you need (78%) Know how to use library (78%)

area of either affect or behavior which has been a focus of impact on a great majority of the participants. All but one of the respondents say they have gotten what they wanted from the program.

There appear to be good communications between the Gateway Library and the Muncie Public Library, but no discernible impact has been made by the outreach program on either personnel or procedures at the main library. The program is known to, and valued by, a number of community agencies and institutions which serve the same clientele as the Gateway Library and in some cases are housed in the same building. Cooperation between Gateway and these neighboring institutions has been excellent.

Penetration

The program was observed June 3 and 4, 1971, in the first days of its summer schedule. On these two days program attendance was very low, and it was decided to leave survey forms for participants to fill in themselves. The bulk of surveys returned (21 of 25) were from young adults. The remaining four were those of older elementary school children.* It appears to be the young adults who use the center most after the regular academic year has ended.

Of the 21 young adult and adult respondents, most are under 21 (53 percent) and most are women (76 percent). The racial, economic, and social characteristics of the participant sample indicate that the outreach library is attracting its intended target group. Three quarters (72 percent) of the respondents are black and most (57 percent) have family incomes below $5,000. A majority (56 percent) have been previously infrequent (less than once a month) users of the library. Most (59 percent) of the respondents are currently in school.

Analysis of comments offered by the program participants indicates that they have been attracted to the library for many different reasons. For some, the physical location of the facility is convenient. One patron said, "I don't have any place to go but here." Others linked their participation to their schoolwork--"It helps me to do my homework because it gives you a good place to come and study if you want to." Still others see the library more as a community center--"because there is really no program in the city geared for young people." "Because my friends were going and said they were having a lot of fun."

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* The analysis presented below is based on the 21 young adult/adult interviews. The findings, however, are representative of the opinions expressed by the younger group.

Participant Impact

Figure 3 summarizes the responses of the participants regarding the impact of the Gateway Library. Participants are almost unanimous (95 percent) in claiming they have gotten what they wanted from the program. Approximately half of the sample like to read more (47 percent), read more books (57 percent) and finish the books they start more often (43 percent). While a large proportion say they understand better what they read (78 percent), few have bothered to read new kinds of things (33 percent).

To a certain extent, the Gateway program has stimulated new interests and awareness of community happenings on the part of the participants. Over three fifths (63 percent) say they want to learn new things and a similar proportion are more interested in the news. While over half (56 percent) know more about what's going on in their community, somewhat fewer go to neighborhood centers more (41 percent) and participate in group discussions (41 percent).

While 57 percent do say they like the library more and 78 percent maintain that they know how to use the library better, these changes do not seem to be very deep-seated. For example, less than one third (29 percent) of the respondents report that they use the library at all differently, and although most (78 percent) say they know better where to get the information they need, almost none (14 percent) show an increased use of the card catalogue.

Library Impact

The Muncie Gateway Center runs autonomously but it is funded under the Muncie Public Library. The library director knows of all new developments at Gateway and consults with Mrs. Hinds on policy. Main library staff, however, know little about Gateway and do not volunteer to work there. Hiring procedures and loan rules, loosened with regard to Gateway, are in force in traditional form at the main library and its other branches.

Community Impact

The Gateway Library maintains good and mutually profitable arrangements with Industrial Area churches, schools and social agencies.

The Gateway Center director feels that the library and its staff are prime factors in the Center's overall success. He mentioned that the library and Gateway Center "work as one agency" and coordinate programs to avoid duplication or competition. A real asset, he feels, is that Gateway "does not conform to the real traditional library style, but goes beyond it." The Center's Head Start teacher often uses the library for story hours and for obtaining needed library materials for class.

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact Young Adult/ Adult (N=21)	
General		
Affect:		
Like to read	47%	(N=17)
Feel good about yourself as a person	44	(N=16)
Like the library	57	(N=14)
Behavior:		
Read books	57	
Read magazines	62	
Watch educational TV	15	
Finish books you start	43	
Skills and Knowledge:		
Know where to get the information you need	78	
Do well in school (if you are in school)	63	(N=16)
Know how to use the library	78	
Understand what you read	78	
Program Specific		
Affect:		
Got what you wanted from the program	95	
Want to learn about new things	63	(N=16)
Interested in the news	63	(N=16)
Behavior:		
Participate in group discussions	42	
Go to bookstores or stores that sell books	28	
Go to neighborhood centers	41	
Get first library card	18	(N=11)
Read new kinds of things	33	
Use the library in new ways	29	
Use the card catalog	14	
Skills and Knowledge:		
Know what's going on in the community	56	

The head of Muncie ACTION finds that the "library has been more or less a drawing card for the whole [Gateway] Center. . . . It is a recognizable meeting place where people can always go." In this observation lies the essence of Gateway Library's rapport with individuals in the community--it is a place where they can come for help with personal problems such as lack of work, eviction, or unwanted pregnancy. Mrs. Hinds can sometimes offer her own help with a problem, or can refer the request to an appropriate social service agency.

A Ball State University doctoral student in counseling, who works at Gateway Center as a counselor, feels that the library program is a "very comprehensive program, geared to upgrading all aspects of these youngsters' lives. It serves a useful purpose in reinforcing the work that I do" in social, emotional, and educational counseling.

Area schools from elementary to high school level have cooperated with Gateway Library in its tutoring efforts, and school officials have noted distinct improvement in the performances of many of the children involved in the library's remedial program.

Factors Related to Effectiveness

Staff competence, dedication and enthusiasm are important to successfully running a program like Gateway Library. Mrs. Hinds and her staff are to a large extent personally responsible for program success. Mrs. Hinds is a "doer" in every good sense of the word. Her enthusiasm and resourcefulness have been major factors in starting Gateway and keeping it going. While she did not initiate Gateway, Mrs. Hinds was hired at its inception and almost singlehandedly set up the library. According to Mr. Jones, Mrs. Hinds' best quality is "her complete and quickly acquired knowledge of the community." She knows welfare and church organizations, and can get jobs, food, and other aid for people in need. These qualities have made her universally known, trusted and relied upon for help by Gateway's neighbors.

The Gateway publicity style--forceful, personal and down-to-earth --has done much to get the program known in the community.

Gateway programming has stressed the practical and instrumental aspect of reading over the theoretical. It has offered tutoring and ways to get ahead in school without being overwhelmed. The enrichment activities like art, chess and board games have expanded youngsters' personal horizons and interests as well as lured them into the facility.

The Gateway Library has a physical advantage in being housed in a community center which is used and recognized as a neighborhood meeting place. Children and young adults regard the Center as a good place to go to have fun and pass the time, the library being among its attractions; others may learn of the library while visiting the Center for such non-library activities and services as the medical clinic or Head Start classes.

Because the library maintains its own hours and a separate entrance, it retains the accessibility of an independent facility, which in fact it is.

CASE STUDY NO. 11

Reaching Out With Books
Menominee County Library
Neopit, Wisconsin

I. Program Description

Introductory Summary

One afternoon a week the Menominee County Library in Keshena, Wisconsin, sends a librarian with a collection of paperbacks to Neopit, 12 miles away, to set up a library for three hours in the community center. The program is called Reaching Out With Books. Its principal activities are reading and checking out books.

Neopit is a town of 500 located in a rural area which until 1961 was the Menominee Indian Reservation and is now Menominee County. Reaching Out With Books was originally intended for adults, but now serves primarily elementary school age Indian children. The town had no public library service prior to the establishment of this program.

The program, run on a very small budget of $3,090, is closely tied to the county library through staff and materials. There is little connection with any community agencies.

Goals

The program director, Mrs. Patricia Simons, describes the goals of Reaching Out With Books as, first, to make books available to people who have previously had no library service, and second, to accustom children and adults to using libraries.

Target Group

There has been a change in the age group at which the program aims. At first, Mrs. Lynne Skenadore, the head librarian of the Menominee County Library, and Mrs. Simons wanted to attract primarily adults to the library. But because the people who came were mostly children with very few adults, the focus of the program switched. Now, although both librarians still want to get more adults to come, it is clear from the type of reading materials in the program collection, as well as from conversations with staff, that the actual target group is children of elementary school age. Mrs. Skenadore and Mrs. Simons hope to reach the adults by working through the children.

The community at which the program aims is undergoing difficult times. Since termination of reservation status in 1961, federal funds have gradually been withdrawn, and county industries (principally the sawmill in Neopit and a recreation development project) are trying to provide a sufficient tax base to support the county's government. Unemployment is high and jobs are lacking. The biggest employer is the sawmill, owned and operated by Indians. The Community Action Program and other government programs together provide the second largest share of jobs. In the county as a whole (population 2,700), 452 people or 17 percent receive public assistance.

The community center which houses the library program is within walking distance of Neopit residents.

Origin

Six years ago when the county was looking for a site for the county library, both Neopit and Keshena were considered. Although Neopit is the larger town, it was ruled out because it had no suitable building. Since then, there have been a number of complaints from Neopit residents about having no library of their own. The County Library Board felt that it could not afford to set up a permanent branch in Neopit, but in the summer of 1969 when an extra $500 became available, Mrs. Skenadore started a once-a-week library service to Neopit and another community, South Branch.

Implementation

Activities

The principal activity is book circulation every Wednesday afternoon. The library is open during the school year from 2:30 to 5:30 P.M., with later hours (4:00 to 7:00 P.M.) in the summer partly to accommodate mill employees who work until 4:00 P.M. Mrs. Simons emphasized that regularity of service is most important. When the program has had to be cancelled due to winter driving conditions or staff emergencies, attendance is much lower the following week.

Some youngsters read or study at the program in addition to checking out books. About 30 children frequent the library regularly after school. According to Mrs. Simons, many of the homes in Neopit are very small and crowded and thus not conducive to quiet reading. Library usage was reported to be higher during the school year. During July 1970, for example, 44 books were checked out, whereas during October 1970 the figure rose to 289.

Children come both on their own and with classes. St. Anthony's Elementary School in Neopit dismisses fifth and sixth grade classes an hour early on Wednesdays for the children to go to the library. They are sent over by grade, and Mrs. Simons helps them, as she does the other patrons, to find books suited to their interests and reading ability.

In summer 1970 the county library offered special activities at Reaching Out With Books, such as Laurel and Hardy films. These activities were dropped, however, because the summer recreation program which ran concurrently was too much to compete against, according to Mrs. Simons.

Materials

The book collection for Neopit and South Branch now consists of 500 paperbacks, originally chosen instead of hardbound books because they are easier to transport. Some time after program inception, Mrs. Simons observed that patrons checked out about 30 paperbacks for every hardbound book, so subsequent purchases have all been paperbacks. Only a portion of the collection goes to Neopit at any one session, because of the burden of packing and carrying the books. Almost all the books taken to Neopit are for elementary through high school age, but there are also about 30 adult books in a special rack for the few adults who do use the library. However, Mrs. Simons feels these books "are not what they want--they want light reading." Titles include The Agony and the Ecstasy, Death of a Salesman, Helen Keller, and Moby Dick.

If the county library cannot fill a request for a particular book, or books on a specific subject, an inquiry is sent to the neighboring Shawano Library System, then to Interloan based in Green Bay. The Menominee County Library is also affiliated with the six-county Nicolet System which has a circulating collection of paperbacks, films and records primarily for young adults. Most of the special requests from Neopit are submitted by high school age participants.

Mrs. Simons, with the approval of Mrs. Skenadore, selected much of the present Neopit collection from the Current Issues and Great Issues series of fiction and nonfiction paperbacks. Joke books and easy reading materials are included also. Popular especially among the boys are nonfiction and biography, although they are also reading poetry. On the day of the site visit there were one or two books about Indians. The county library has a special collection on Indians, but many of these books are rare or expensive and do not circulate to Neopit.

Magazines are not used in the program. Mrs. Skenadore believes that turnover would be too low, since the program operates only once a week. Furthermore, the demand for variety gets very high once a few magazines are introduced, as past experience at the county library has shown.

Staff

Mrs. Simons has had charge of the program since its inception. She takes the books to Neopit, helps patrons find suitable books, and checks them out. In addition to ordering books for the program, she also works part-time in the county library as Mrs. Skenadore's assistant. A certified librarian, Mrs. Simons has lived in Menominee County (first in Neopit, then in Keshena) for several years. She belongs to one of the only white families in the county.

Several Neighborhood Youth Corps girls, employed at the county library, help in the program by packing up the books, shelving, and mending. One NYC girl accompanies Mrs. Simons to Neopit each week. Mrs. Skenadore, head librarian of the Menominee County Library, is a Menominee Indian and has lived in the county all her life. She provides general supervision for the program, though she leaves most of the responsibility for the program to Mrs. Simons.

Facilities

The program meets in a large room at the community center which is furnished with chairs arranged around tables. At one end of the room are encyclopedias, dictionaries, and easy-to-read pamphlets on topics like getting a job and drivers' safety. These materials belong to the Study Center, which meets in the room at other times. On the day of the site visit none of the patrons used or looked at these materials.

Books for the program are put on open racks atop the tables. Mrs. Simons found that patrons checked out more books when the racks--where one can see the front covers of books--were instituted instead of shelves.

Many other groups use this room in the Community Center--the public health nurse, 4-H, and the summer recreation program, to name a few. There is apparently no space to store the library books between sessions, and both Mrs. Simons and Mrs. Skenadore feel that because of their tiny budget they cannot afford to leave the books out unwatched.

The atmosphere of the room could be described as bare and new. The walls have only one poster for decoration aside from the Study Center shelves. Any decoration used for the library program would have to be put up and taken down at each session.

Procedures

Neither Reaching Out With Books nor the county library charges fines for overdue books. Mrs. Skenadore has noticed that more books are returned under this ruling. Children may get library cards as soon as they can write their names. In Neopit the library card seems to be something of a status symbol. One has to wait a week or two for a permanent card to be typed out after applying for it. During the site visit several children eagerly asked if their cards were ready yet, and seemed disappointed when they were not.

Publicity

Notices about the opening of the program ran in the local paper and in the Shawano paper in the next county. Mrs. Skenadore announced it over her weekly radio news program from Shawano, and Mrs. Simons informed the schools about the new library.

Current publicity methods are similar. Mrs. Skenadore has been giving radio articles on library services throughout the county every week for a month. The Menominee paper carries a library article about once a month. Signs in two stores and the Neopit post office give the library's summer hours. These publicity efforts occur within the context of a communications gap which, Mrs. Skenadore feels, affects the entire county. Posters have proved an effective means of publicizing Reaching Out With Books. For example, a poster campaign announcing the latest acquisition of paperbacks resulted in a good turnout at the program, Mrs. Skenadore reported.

Relation to County Library

Mrs. Skenadore tries to leave the program to Mrs. Simons while conferring with her occasionally to plan ahead and talk over problems. The county library supplies the program budget, including staff salaries and materials. Some of the adult books in the program collection are used in the county library and in the Child Development Center in Keshena, where a periodically changed rack of books is left for parents to peruse as they wait.

The Menominee County Library, though autonomous, does have links with other systems for materials (see above, Materials). "We can get a lot of help from Brown County [Interloan]--and you need it when you have only 8,000 books," Mrs. Skenadore stated during the field visit.

Relation to Community

There is quite a range in types of relations with community agencies. St. Anthony's parochial school in Neopit has given strong support to the program from the beginning. Although St. Anthony's has its own small library, the Sister in charge of the library still sends classes regularly to Reaching Out With Books and encourages the use of the public library after school and during the summer.

By contrast, the public school, which has a sizeable library, does not have any ties with the program. The teachers commute from outside the county and, according to Mrs. Simons, are reluctant to meet about the program except during the day at their own hours. Mrs. Simons' efforts to get together have so far been unsuccessful. The school librarian, interviewed during the site visit, was unaware of the times the program operates and the materials it offers; consequently she does not actively encourage students to use it.

During the summer the Community Action Program runs a recreation program in Neopit. Relations between it and Reaching Out With Books have suffered, partly from poor communications. In summer 1970, CAP's recreation activities were scheduled right through library program hours, with the result that few children came to the program. This summer, Mrs. Simons attempted to avoid the conflict by scheduling later library hours. However, the recreation program also changed its hours so as not to conflict, and through a failure in communications was not informed of the library's new hours. Thus, the two programs are again competing for participants at the same time. While the results are not what was hoped for, at least an effort has been made to cooperate. Mrs. Skenadore remarked, "It's like pulling teeth but I do feel we have cooperation [with CAP's recreation program] this year."

The Community Center does not support the program in a material way. The program pays rent for the room, and the Center has not provided a place to store books between sessions.

Program Costs

Estimated real total program costs during fiscal year 1970 were $3,090 (Figure 1). The program does not have an independent operating budget and is entirely supported by existing Menominee County Library resources, and staff provided by the Neighborhood Youth Corps.

Staff requirements constitute 76 percent of total program costs. The director of the program works 12 hours per week and the Menominee County librarian commits three hours per week to the program. The program collection represents 15 percent, and services and supplies in the form of rent, postage, program supplies and transportation represent nine percent, of total program cost. Library/library system supporting services account for 69 percent of total program cost with non-compensated services representing the balance of 31 percent.

The supporting library, Menominee County Library, had total expenditures of $8,640 during fiscal year 1970. Library/library system supporting services account for 25 percent of the library system's total expenditures. Estimated real total program costs represent 35 percent of the library system's total expenditures.

A high estimate of annual total program costs would be based on the following assumptions:

- Staff requirements are 50 percent higher than originally estimated;
- Book requirements are 100 percent higher than originally estimated; and
- Services and supplies are 50 percent higher than originally estimated.

Based on these assumptions, the estimated annual total program cost would be $4,580, which is approximately 50 percent higher than the best estimate.

FIGURE 1

PROGRAM COSTS

Cost Type Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional		$1,360		$1,360
Nonprofessional			$960	960
				2,320 (76%)
II. Collection				
Books		475		475 (15%)
III. Program Services & Supplies				
Rent		120		120
Postage		25		25
Program Supplies		50		50
Transportation		100		100
				295 (9%)
TOTAL		$2,130 (69%)	$960 (31%)	$3,090

II. Program Effectiveness

Summary of Program Effectiveness

The program, reaching primarily children and young adults, has the most impact on preschool and younger school age participants, mainly in the areas of reading affect and skills (see Figure 2). While young adults seem to be little affected, elementary age children like to and do read more.

Community impact has been tempered by problems ranging from low reading interests, difficulties in working with community groups, and lack of funds. Support does, however, seem to be increasing.

Penetration

Five interviews were conducted at the library with mothers of young children; these had come in in response to Mrs. Simons' request. The library supplied a list of all other users, who were interviewed wherever they could be found in various locations in Neopit, or in their homes.

Fifty-two interviews were obtained: seven preschool, 37 older school age, and eight young adult/adult. Those whose parents answered the Preschool/Younger School Age Communications Survey were between seven and nine years of age and attended kindergarten through fourth grade. Seventy-one percent were girls. Those completing the Older School Age Communications Survey ranged in age from eight to 15 years and were in second through sixth grade. Fifty-nine percent were girls. The young adults were in grades seven through nine.

Of the parents interviewed only one has been graduated from high school. The men are factory workers or laborers; many of the wives work as paraprofessionals in recreation programs or as teacher aides. Their annual earnings are between $5,000 and $9,000, and most have large families to support.

Interviewing was reportedly difficult because the Menominee Indians are not a people who talk readily. Young girls especially were said to be reluctant to answer. This observation seemed to hold as much when Menominees were interviewing as when white outsiders were interviewing.

Participant Impact

Parents report a considerable amount of positive change in their children. Of those whose parents were questioned, 86 percent show greater interest in reading, 80 percent in wanting to read, and 72 percent in learning to read. Going to the library has also made 86 percent of them feel more grown up, according to their parents.

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: None Impact (PS Child): More interested in reading (86%) Impact (Parent): Want to get child interested in reading (67%) More interested in library events (67%) Impact (OSA): Like to read (76%) Like library (92%) Impact (YA/A): Like library (60%)	Goal: Accustom children and adults to using libraries; make books available to people who previously had no library service Impact (PS Child): Reads or looks at magazines or newspapers more (83%) Impact (OSA): Read books (84%) Finish books you start (56%) Use school library (60%)	Goal: None Impact (PS Child): Understands better what he reads or hears (86%) Impact (OSA): Understand what you read (73%) Impact (YA/A): Know how to use the library (60%)
Non-Print	Goal: None Impact (PS Child): Feels grown up (86%) More interested in school (57%) Impact (OSA): Like school (50%) Want to learn new things (76%)	Goal: None Impact: None	Goal: None Impact (PS Child): Does well in school (57%) Impact (OSA): Do well in school (51%)

A similar number are said to be reading more, and both their reading and reading comprehension skills have increased. Seventy-one percent now look at books daily where only 28 percent did so before. These children are reportedly better able to make themselves understood because of the program (Figure 3).

The parents of these children are not themselves library users, but the program has interested two thirds of them in library events. All of the parents interviewed use the library about once a year or less. The program, however, has apparently induced them to buy more special books for their children, and to care more about the children's interest in reading (Figure 4).

Those participants answering their own questionnaires without parental help are less positive about the program. The young adults register little change, most claiming only that they now know more about the library and like it better. Otherwise they do not feel the program has significantly affected them.

Those answering the Older School Age Communications Survey also like the library more and say they use their school library more as a result of the program. Like their younger counterparts, three fourths like to read more and 84 percent report reading more books. They are not, however, reading significantly more magazines or newspapers. They want to learn new things, but do not indicate increased liking for school. For reasons which are not clear, 65 percent say they watch more television, and 56 percent participate in more sports events.

Use of the public library, one of the program's goals, reportedly increased little (39 percent for older elementary). This low figure may, however, be due to the participants' not associating the program with the term "public library."

All in all, program-induced change appears significant only among the youngest children. In the older groups, program impact is less pronounced and less clearly defined. Since those sampled using the preschool survey are not much younger than the youngest children using the older school age survey, there is a possibility that some of the impact reported is due to the parents' desire to please by giving what they believe are the hoped-for responses.

Mrs. Simons has noticed changes in the type of reading materials chosen by elementary age participants. Many children start out reading joke books and easy books. Within four months the children are checking out more difficult books. During the first year of program operation, Mrs. Simons noticed that children who came as a class often checked out books just to have something to show the teachers. This year, however, the same children are requesting particular books and subjects and seem to be more critical of what they read.

FIGURE 3

AREAS OF PARTICIPANT IMPACT

General	Percentage Reporting Program Impact Preschool/Younger School Age (N=7)	 Older School Age (N=37)	 Young Adult/ Adult (N=7)
Affect:			
Like to read	86%	76%	40%
Feel good about self as a person	NA	NA	20
Feel grown up	86	24	NA
Like library	NA	92	60
Changed view of library	47	NA	NA
Behavior:			
Reads books	NA	84	20
Time reads or looks at books	40	NA	NA
Reads magazines and newspapers	NA	41	16
Reads or looks at magazines and newspapers	83	NA	NA
Watches educational TV	38	39	0
Finish books you start	NA	56	20
Skills and Knowledge:			
Know where to get the information you need	NA	NA	40
Know where to get answers to different kinds of questions	NA	38	NA
Do well in school (if you are in school)	57	51	25
Know how to use the library	NA	NA	60
Understand what you read	86	73	40
Program Specific			
Affect:			
Like to learn	NA	76	NA
Like school	57	50	NA
Behavior:			
Use school library	NA	60	NA
Use public library	NA	39	NA

FIGURE 4

AREAS OF PARTICIPANT IMPACT (PARENT)

General	Percentage Reporting Program Impact
	Preschool/Younger School Age (N=7)
Affect:	
Become more interested in library events	67%
Wanting to get your child more interested in reading	67
Behavior:	
Read more	0
Use the library more	0
Started watching educational TV or watch it more	14
Skills and Knowledge:	
Learned more about what's going on at library	43
Learned more about what's going on in the community	0
Learned more about child care and education	17

Mrs. Simons mentioned that elementary age participants often stop coming when they reach junior high, perhaps because the junior high school is located in Shawano and has its own library.

The biggest complaint of the elementary age participants was the noise from "the kids." One said he disliked the fact that "the kids don't mind her [Mrs. Simons]--they're always talking out loud." Another mentioned that "many kids play around. Turn lights on and off. Kids holler out loud and disturb other people."

On the other hand, a second complaint, more positive, was that the program did not come often enough.

> I wish she would come more often.
>
> I'm not able to check out books because it's not open as much as I would like it to be.

Several participants indicated that they began coming because they felt there was not much else to do in the summer.

> I like this program best because I usually don't do anything in the summer so I take out a book to read.
>
> When I don't have anything to do I come to the library and get some books to read.

More positive motivations for coming were noted, too, such as widening the participant's interests. One elementary age participant wanted "to study how to read because I was a slow learner." Another said he began coming because he "would like to be a better reader in school."

Some adults have apparently come to view the program as being for children and hence avoid it. One participant said, "I have stopped going because I don't like the atmosphere. Too many kids."

To at least one participant the fact that Mrs. Simons is a white woman was a negative factor. This participant felt that an Indian should hold the position.

Library Impact

The program was not intended to change the county library in any way. However, the program's success with paperbacks has encouraged the county library to purchase its own paperbacks to add to its previously exclusively hardcover collection.

Community Impact

Related program directors gave reactions ranging from total lack of knowledge about the program, to partial knowledge and little support, to knowledge and support for a good attempt to do a difficult task.

Key people in community groups were not well-informed about the program. The public school librarian and school principal knew that the program existed but did not know when it operated or what kind of collection it had. One parent felt that his child had not gotten what he wanted the child to get out of the program, because "the teacher didn't show any enthusiasm, so the kids don't."

The chairman of the County Board, the county's governing body, said that there was no library service in Neopit. He was aware that books were brought in from Keshena but did not consider this service a library, and did not know any further details of its operation.

The librarian of the parochial school, however, who actively supports the program by sending classes there, sees the program as successful in providing children with books they want.

The counselor at the Community Action Program felt that county library service was getting as much out of its present funds as it possibly could but more funds were badly needed. The counselor pointed out that the county's priorities at the time were economic rather than educational; he was "amazed" at what the library has accomplished in the face of these priorities. He mentioned the need for Neopit to have a library with its own building, or a mobile unit, which could be open several days a week. He suggested that adults may hesitate to come to the program because "they don't view it as a library"; the present arrangement limits library use to coming in to check out books, and leaving.

A number of community residents apparently feel that the program is not a substitute for a branch library, and they seem to withhold all support from the program as a result. For example, a resident recently stated in a meeting that Neopit people wanted library service, implying that there was none. Mrs. Skenadore's reaction was, "Where have you been?" Library staff too would like to see a branch library in Neopit but it is impossible without more funds. Then, too, Mrs. Skenadore and Mrs. Simons feel that adults must show at least minimal support for existing services before an increase in services can be justified. As Mrs. Simons said, "If they [adults] even came in or browsed around. . ."

In all of the county's library programs, children are the main participants. Various theories were current to explain the lack of adult response. One was that adults in the county are simply not in the habit of reading or going to a library. To many adults who are barely surviving economically, the realities of life are confined to obtaining the necessities for survival, and do not include reading. Mrs. Skenadore feels that the county residents as a whole are on slightly better economic footing now, in part due to employment opportunities through CAP. More adults can now begin to think about reading and other aspects of culture.

According to a theory about Neopit in particular, its residents have generally been less apt to get involved in community programs than have residents of other parts of the county. Mrs. Skenadore gave as an example the Study Center program, which in Keshena draws 30 people and in Neopit 10. The same staff is used in both places.

Factors Related to Effectiveness

Though the program is having a positive effect on some participants, its impact is limited by several factors. First and most important is that its funds are very limited. Second, much of the community may not be accustomed to reading a great deal or to using libraries. There is also some feeling against the program because it is not as extensive as the community would like. In addition there is sentiment against having a non-Indian run the program. Finally, community agencies, for whatever reasons, have not given the support that they might have.

Despite these limitations, library staff intend to continue the program. Mrs. Skenadore feels that progress has been made. In this community time is important to a program's success, and change comes slowly.

CASE STUDY NO. 12

Ruscelli Boys Ranch Library Program
Quartz Hill Public Library
Quartz Hill, California

I. Program Description

Introductory Summary

Isolated from school and town, about 20 boys living at Ruscelli Boys Ranch in Los Angeles County, California, get library service and contact with the outside world through the visits of Mrs. Jeanne Linn of the Quartz Hill Public Library. Located several miles from the ranch, the library is part of the Los Angeles County Library System. Quartz Hill is a small town which, taken with the surrounding rural areas, has a population of 5,000. Ruscelli Boys Ranch consists of five individual ranches, each having two houseparents who are responsible for approximately 10 boys. Mrs. Linn visits two of the ranches, one a week, to bring books, talk with the boys, and take book requests for the next visit.

The boys, from seven to 18 years old, have been sent to the ranches by Los Angeles County Juvenile Hall. Some of the boys do not attend public school but have a tutor on the ranch.

The library program at Ruscelli Boys Ranch is funded entirely by the Quartz Hill Public Library out of the regular budget with no new out-of-pocket expenses. It is further linked by materials and staff. There is no outside support nor any connection with community institutions except the Boys Ranch.

Goals

The predominant goal of the program, according to Mrs. Linn, is "to fill a void in the lives of some 40 to 50 boys in our community [Quartz Hill]."* The proximate goals by which she hopes to accomplish this are (1) introducing books to those boys who show a desire for them, and (2) introducing boys to the joy of reading.

Target Group

The program is aimed at the residents of two of the five Ruscelli Ranches, each housing about 10 boys. One ranch has younger boys, seven to 10 years old, and the other is for boys of junior high and high school age.

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* Memo from Mrs. Linn to Barss, Reitzel & Associates, March 1, 1971. The program to date reaches a portion of these 40 to 50 boys.

The children are isolated from the outside world. They have been sent to the ranches for a variety of reasons, including broken homes, and juvenile delinquency ranging from truancy to more serious offenses. According to houseparents, some boys were there simply because their parents did not want them. The boys remain at the ranch until foster homes are found for them or until their parents agree to take them back. The average stay is four months.

According to Mrs. Linn, these boys are viewed by society as problem children who have never done anything right. The nearby schools and surrounding community show little concern for the children, and, in fact, Mrs. Linn feels the schools are relieved when a Boys Ranch child drops out because they no longer have to deal with his problems.

The boys' educational environment is limited. Many do not and never did attend public schools. The ranch does provide a retired school teacher to tutor the boys, but their education is necessarily limited by the fact that one tutor has to serve five ranches. In addition, the rapid turnover among the boys limits the amount of educational work that can be done with them.

The boys have had little contact with books. They have few, if any, personal possessions, and books are certainly not among them. At the ranches visited, no books or magazines other than those brought by Mrs. Linn were in evidence. The tutor reported that books or any other materials supplementary to the boys' tutoring are not available. In addition, the boys are not allowed to borrow reading matter directly from the Quartz Hill Public Library, for the ranch director will not assume financial responsibility for lost or late books.

Finally, the boys have a great fear of books. This is due both to their infrequent contact with books and to the nature of that contact. Books mean school, tutoring, and unpleasantness to them, according to Mrs. Linn and the boys' tutor.

Origin

In the fall of 1969, when classes from the local elementary school visited the Quartz Hill Public Library, Mrs. Linn noticed that some of the boys were not checking out books.

On looking into this she found that their parents had not filled out library cards for them. She verified this with the teacher and learned that the boys were from Los Angeles County Juvenile Hall and presently lived at Ruscelli Boys Ranch.

Mrs. Linn then contacted Mr. Tony Ruscelli, head of the ranch, to find out why the boys were not allowed to borrow reading materials from the library. She learned that the ranch did not wish to assume responsibility for the many library fines the boys were likely to incur. The library offered to assume responsibility for the books if Mr. Ruscelli would agree to look for books when they were lost.

From this starting point, the program developed slowly as trust very gradually built up. At first Mrs. Linn visited just one ranch, in order to discover whether her service could be of any use to the boys. She found the first several visits very frustrating: the boys were not at all interested, and the people at the ranch, both boys and staff, regarded her as a do-gooder out for her own salvation. They asked her what church she represented. But eventually, attracted in part by the comic books she brought, the boys began to come up to her, to look at the books, and to request books on specific topics.

In January 1970, Mrs. Linn began to visit the second ranch, which houses most of the younger boys. She now visits these ranches every other week on an afternoon designated by the library for this purpose. In the fall of 1971, she hopes to add a third ranch, if the county will give her additional time off from her regular library duties.

Implementation

Activities

The main activities are requesting and picking up books. However, the conversations between Mrs. Linn and the boys also seem to constitute an "activity" at each visit. The atmosphere is much like having a friend who drops in for the afternoon and happens to bring some books. Mrs. Linn stops at a ranch from about 3 P.M. to 5 P.M., usually in the living room of the main building. The boys come up to her to get books they requested the time before and to look through her box of 20 to 25 books. They may request new books or books on a specific topic for her next visit. While the boys pick up their books, Mrs. Linn talks with them. She knows each of them by name and what he is interested in. For example, one boy wants to be an artist; Mrs. Linn has praised his drawings and has asked him to do one for her.

The program is not limited to these regular activities. Last year Mrs. Lynn and 11 boys chosen by the ranch houseparents climbed Mt. Whitney. She viewed this as an excellent opportunity for the boys to gain a sense of personal accomplishment.

Another activity departing from normal program procedure was a book review. A year ago, program attendance began to slack off. The social worker gathered the boys together and Mrs. Linn reviewed six books--including Flowers for Algernon and Black Like Me--and told the boys what books had meant to her during many years of hospitalization. After that, attendance began to pick up.

Materials

Mrs. Linn focuses on books for enjoyment. Many of the books she brings are comic books, as she has found that the boys are very much attracted to them. She also takes picture books and National Geographic, which are well received, especially since most of the boys are poor readers. The younger boys like joke books (Charlie Brown is definitely the most popular book), books about snakes, dinosaurs, cars, motorcycles, guns, and especially sports. Nonfiction is preferred to fiction by two to one, Mrs. Linn discovered. The boys feel more comfortable with paperbacks, but she also takes hardbacks to help them overcome their fear of books.

Participant Role

Participation in the program is voluntary. Mrs. Linn has made no attempt to be a teacher. She merely provides the opportunity for the boys to use the books if they so desire.

Staff

The only staff member involved in the program is Mrs. Linn. The head of the Quartz Hill Public Library, she works full time and has an assistant who manages the library on the afternoons of the program. The program requires about three hours of Mrs. Linn's time each week.

Relation to Library

The books for the program come from the Quartz Hill Public Library, which also provides for the time Mrs. Linn spends on the program. This is the only program the one-room library operates. The program is linked to the Los Angeles County Library System insofar as the system must approve the amount of time Mrs. Linn devotes to the program.

Relation to Community

The rural area around the ranch has few community agencies, and the only one with which the program has any contact is the Ruscelli Boys Ranch. Mr. Ruscelli has had little part in the program. If he is in the building when Mrs. Linn comes with the books, he talks with her, but he leaves the program entirely up to her.

Mrs. Linn has made a particular effort not to be associated in the minds of the boys with the tutor, for she feels this would make the boys reluctant to participate. She does bring material the ranch tutor suggests as helpful, but does not focus on it.

Program Costs

Estimated real total program costs during fiscal year 1970 were $900 (Figure 1). The program does not have an independent operating budget and is entirely supported by existing Quartz Hill Public Library resources and volunteered services.

Staff requirements constitute 75 percent of total program costs. Mrs. Linn, the Quartz Hill librarian, commits three hours per week to the program. The program collection consists of books from the Quartz Hill Library, loaned to the Ranch on a rotating basis of approximately 20 books per week delivered and 20 collected. An acquisition and cataloguing cost of $8 per book and a useful life of 100 checkouts per book was assumed in estimating program collection costs. Transportation costs for visiting the Ranch are personally absorbed by Mrs. Linn. A weekly round trip of 15 miles by personal automobile at a rate of 10¢ per mile was assumed in estimating transportation costs.

The supporting library, Quartz Hill Public Library, had total expenditures of $33,958 during fiscal year 1970, and its parent system, the Los Angeles County Public Library System, had total expenditures of $10,931,226. Library/library system supporting services for the program account for 2.2 percent of the library's total expenditures and a miniscule percentage of the system's. Estimated real total program costs represent 2.5 percent of the library's total expenditures.

A high estimate of annual total program costs would be based on the following assumptions:

- Staff requirements are 25 percent higher than originally estimated;
- Twenty-five books are required weekly at an acquisition and cataloguing cost of $10 per book and a useful life of 50 checkouts per book; and
- Transportation costs of 15¢ per mile are assumed.

The high estimate would be $1,225, which is 46 percent higher than the best estimate.

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional		$675		$675 (75%)
II. Collection				
Books		85		85 (9%)
III. Program Services & Supplies				
Rental Equivalent			$60	60 (7%)
IV. All Other				
Transportation			80	80 (9%)
TOTAL		$760 (84%)	$140 (16%)	$900

II. Program Effectiveness

Summary of Program Effectiveness

The Ruscelli Boys Ranch program has succeeded in introducing reading interest and an interest in new things to a majority of boys at the two ranches visited (Figure 2). A majority like to read more, like the library more, want to learn new things, and report that they are doing better in school and more often finishing books that they start. More younger than older boys report program-induced changes in book reading.

While the program has been accepted by the ranch director and has led to a greater involvement of two Quartz Hill Public Library System librarians with the boys, it has had no impact on the local community.

Penetration

The program has reached those participants at whom it is aimed--the boys on the two ranches visited. At the ranch with the younger boys, all of the boys get books from Mrs. Linn. At the other ranch, all but one or two participate.

During the site visit of June 7 and 8, the Older School Age Written Survey* was filled out by all participants (18) at both ranches.** Although average age of these boys is 14 years, few currently attend school. While some of the older individuals go to high school, the tutor at the younger ranch reported that none of its boys go to school.

Among the sampled respondents there are three Spanish-surnamed boys, one black, and one American Indian.

Participant Impact

There is little doubt that the Quartz Hill program is popular with the participants. All but one (94 percent) say they have gotten what they wanted out of the program. All but two (88 percent) volunteered reasons why they liked the program.

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* The Older School Age Survey was used for two reasons: first, the program director initially described the participants to interviewers as primarily elementary age. Second, due to the low reading level of many of the boys, Barss, Reitzel felt it would be best to give the participants the less complex form rather than the Young Adult/Adult Communications Survey.

** Some of the boys had difficulty reading the questionnaire. They were given help reading and interpreting the questions.

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: Introduce to joy of reading Impact: Like to read (63%) Like library (63%)	Goal: Introduce to books Impact: Finish books you start (53%)	Goal: None Impact: None
Non-Print	Goal: Fill a void in lives Impact: Want to learn new things (75%)	Goal: None Impact: None	Goal: None Impact: Do well in school (53%)

The major area of participant impact is the book reading which is the principal component of the program. Figure 3 indicates that almost two thirds (63 percent) of the participants say they like to read more because of the program. Approximately half (47 percent) report that the program has stimulated more book reading on their part.

This has been brought about in several ways. For some boys, according to the tutor, the program has helped overcome their fear of books and developed an interest in reading. Even those who cannot read enjoy looking through comic books. In other cases, it would appear that the participants read more simply by default. One boy wrote, "When Miss [sic] Linn comes to bring books, because sometimes I don't have anything to do."

One pattern that emerges from the data is that the younger boys at the ranches report more program impact. For example, Figure 4 shows that all of those under 12 credit the program for increasing their book reading. Only one third of those over 14 say the same thing. It is not clear why this is the case. One possible explanation is that virtually none of the younger boys are going to school. The older boys, some of whom go to high school, would have an alternative source for book reading.

Another major area of impact is the development of new interests. Three quarters of the boys say that the program has made them "want to learn more things." This change in affect is not necessarily a result of the greater book reading; in some cases, the program director can generate new interests. For example, on one of Mrs. Linn's visits, the subject of extrasensory perception came up. One boy, previously interested only in basketball, mentioned that his grandmother had ESP. Since that time, he has asked for books on ESP and astrology.

Another area of impact is self-pride. One boy, a Norwegian, wanted some books on Norwegians. In one of the books he found pictures of Scandinavian family crests, one of which had his last name. He copied it in wood to hang in his room, and began requesting book after book on the history of Norway. He had an ancestry of which he was proud.*

The books serve a further purpose: career training. For example, one boy wants to be an artist. The art instruction books Mrs. Linn brings serve as a teacher for this boy.

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* Memo from Mrs. Jeanne Linn to Barss, Reitzel and Associates, March 1, 1971.

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact
	Older School Age (N=18)
Affect:	
Like to read	63%
Feel grown up	25
Like the library	63
Want to learn new things	75
Behavior:	
Read books	47
Read magazines	29
Finish the books you start	53
Watch educational TV	13
Skills and Knowledge:	
Understand what you read	41
Know where to look for answers to different kinds of questions	46
Do well in school (if you are in school)	53

FIGURE 4

IMPACT ON BOOK READING BY AGE

	Age of Participant		
Change Measure	8-11 (N=3)	12-14 (N=9)	15-20 (N=6)
Read more books	100%	44%	33%

A final function the program appears to serve is that of an outside contact for boys who are otherwise fairly isolated. Mrs. Linn's visits signify that someone besides those on the ranch feels a personal interest in the boys. As a result of Mrs. Linn's involvement, two system librarians are becoming interested in the boys and are contributing on a personal level by loaning camping equipment and opening their cabins to the boys. This contact with non-ranch people can very likely be extremely important to the social development of the boys.

Impact on Ruscelli Boys Ranch

Mr. Ruscelli recently asked Mrs. Linn to expand her efforts to a third ranch next year. Up to that time, she had received little encouragement from him.

Library Impact

The program has had no impact on the library per se. The library system has been affected in that two system librarians have become involved with the boys on their own initiative (see above, Participant Impact).

Community Impact

The program has not affected the surrounding community, nor has it tried to do so. The community, apparently little concerned with the Ruscelli boys, does not know about the program, according to Mrs. Linn.

Factors Related to Effectiveness

Several factors contribute to the program's effectiveness. The first is the personality and character of the program director. Her persistence overcame the initial failure to enlist participants and even won over the ranch leaders. Her concern for and individual interest in the boys seem to have been vital in stimulating the boys' participation in the program.

As important as Mrs. Linn's personal qualities is her encouragement of an atmosphere of voluntary participation. The boys must initiate any interaction, while she is merely available for them to do so if they wish.

Another factor leading to effectiveness is the presence of books for the boys to handle, look at, or read if they care to. This seems to have been crucial in overcoming the boys' fear of books. Instead of fearing them, the boys are very possessive of the books Mrs. Linn brings. During the site visit, several of the boys misplaced their newly-arrived books and were very upset until the books were found. The boys do not share the books among themselves, but instead regard them as personal, if temporary, possessions--perhaps because they have so few things of their own.

The fourth factor leading to effectiveness is the fact that Mrs. Linn brings the library to the boys. It is doubtful that they would have made an effort to go to the library on their own. Even if they had transportation and were able to find someone to sign library cards for them, their initial fear of books would inhibit them. As Mrs. Linn said, if the boys had to go to the library, the whole relation she has built would break down, since the boys would no longer have the sense that someone from outside was taking a special interest in them.

CASE STUDY NO. 13

Funmobile
Detroit Public Library
Detroit, Michigan

I. Program Description

Introductory Summary

The Funmobile is the newest and most striking component of the Detroit, Michigan Public Library's bookmobile program. Operated in conjunction with Detroit's Model Neighborhood Agency, the Funmobile serves the Model Neighborhood Community, a redevelopment area of approximately 10 square miles. To residents of this community, the Funmobile provides books, films, story hours, puppet shows, and a variety of other special activities. In materials, format, and programming, it is intended to appeal especially to children.

The Funmobile's estimated annual operating budget of $130,700 is furnished by the Detroit Public Library and the city's Model Neighborhood Agency.

Goals

Because other library facilities in the metropolitan area were relatively inaccessible to Model Neighborhood dwellers--or, at any rate, were not utilized by them--it was felt that an outreach program was needed to serve this area. The goals of the Funmobile program are to reach potential library users--chiefly children--in the Model Neighborhood by using "popular" services and facilities, and to encourage the use of other library facilities. Mr. Kenneth King, the program director, has stated that "the program's purpose is to give children in their own neighborhoods a taste of what is available in branch libraries," and "we think this encourages them to turn around and make use of the branches--to go there for books and story hours and films."*

Target Group

The Funmobile is intended to provide library services to the 130,000 residents of the Model Neighborhood Community, most of whom are disadvantaged. Sixty percent of these people are white and 40 percent black. The program does not exclude any age group but primary emphasis has been placed on attracting children of elementary school age.

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* Detroit News, May 26, 1971, p. 3.

Origin

Mr. King, as director of Home Services at the Detroit Public Library, serves as the library's liaison officer to the Model Neighborhood Agency, assisting in formulating programs which make public library services more readily available to the Model Neighborhood Community. When, just prior to its 1970 fiscal year ending, the agency found it necessary to reschedule programs and reallocate funds, it approached Mr. King for program ideas. The result of this consultation was the reallocation of $184,000 in Model Neighborhood funds to enable the Detroit Public Library to implement and expand library services in three specific areas: the supplying of books and other materials to four locations in the Model Neighborhood area; the extension of library services by procuring additional staff and keeping facilities open for longer hours; and the development of the Funmobile program.

The library had already been conducting a successful bookmobile service, offering books, films, and puppet shows, in the Model Neighborhood area. The popularity of this program served as inducement to expand service further. The library and the Model Neighborhood Agency authorized the purchase of a new unit. It was custom-built in only six weeks, in order to take advantage of the funds available before the end of the fiscal year. The unit went on the road in early July 1970.

Implementation

Facilities and Materials

In outfitting and design, the Funmobile is completely up-to-date. Its custom design was based upon Martin Schindel's cinemobile concept, with motion picture facilities which allow films to be shown on a built-in rear projection screen. The unit is carpeted and air conditioned, and has both interior and exterior speakers to broadcast recordings. Its approximately 200 square feet of space can accommodate 35 children at a time.

The Funmobile carries a collection of 1,500 books, mostly paperbacks. Also on board are records, films, games, puzzles, and puppet-theatre materials.

Activities

Programs presented use a multimedia approach--one or two stories are told, and at least one film is shown. Films are often movie versions of popular story books, such as Whistle for Willie, or of familiar folk tales. Puppet shows too are sometimes staged. There seems to be less use of finger plays or other active participation games. For the older children, art contests are sometimes held, and their work is displayed on the Funmobile. Book circulation is, of course, a principal activity of the Funmobile, and a simplified procedure is employed in checking books out to the borrowers. A 50 percent return rate is reported.

Approximately 16 stops are made each week by the Funmobile. Seven sites are visited weekly and another 14 biweekly. Weekly sites are principally elementary schools; the biweekly stops are made on Saturday and include preschool centers and nursing homes. Each stop is about one to one and a half hours in length.

Staff

The Funmobile has a staff of five who present the program on a year-round basis. These include a head librarian, a second librarian, two junior clerks, and a clerk-driver. Because the program is funded by the Model Neighborhood Agency, every effort is made to hire program staff from the Model Neighborhood area. The agency recommended community people for work on the Funmobile, and their credentials were submitted to the main library personnel office for approval through the normal channels. The present clerks and drivers on the Funmobile, all neighborhood residents and all blacks, were hired in this way.

The head librarian schedules stops, supervises the work of the other staff, and handles community contacts. She also plans activities, keeps statistical records, and orders materials. The second librarian, a library preprofessional, has responsibility for the actual conduct of the programs and for displays; she also handles the stocking of materials and some office routines. The clerks are responsible for registration and book processing, typing, and filing. The driver does vehicle maintenance, operates audiovisual equipment, shelves books, and assists with the children.

Staff training consisted of a one-hour preliminary staff meeting. The regular library personnel felt this was all that was needed, as they claimed the people hired for work on the Funmobile learned quickly and proved quite adaptable.

Publicity

The Funmobile advertises itself to all who see it, and users spread word of it in the community. In the opinion of library staff, word of mouth has been the most effective form of publicity, but they have also employed such promotional media as fliers, news releases, and contact with community organizations. Initial efforts to publicize the Funmobile included small gifts of tops and balloons for the children, but these were abandoned once the program was under way.

Relation to Library

The program is directed and staffed by library personnel, and uses the library's bookmobile maintenance service. It is hoped that the Funmobile will serve to inform area residents of the types of materials and services available at branch libraries and interest them in using the branch facilities.

Relation to Community

Because it is co-sponsored by the Model Neighborhood Agency, the Funmobile's relation to the community is a close one; in effect, it belongs to the community. The Model Neighborhood Agency monitors the programs to ensure that the area is being adequately served. In addition, a library materials acquisition committee appointed by the agency oversees the total program activity. This committee is made up of four residents from the Model Neighborhood Community, one from each division of the area and one member-at-large. They meet weekly with a committee--established by Mr. King--of professional staff from the branch library system to select books and other program materials for acquisition.

There are problems inherent in the library's relation to the Model Neighborhood Agency. Funding is provided by the agency on a reimbursable basis, but, according to library staff, reimbursement has not been forthcoming on all program expenditures. Also, if for any reason funding were cut off, the library might have to make special arrangements to use the Funmobile, which is owned by Model Neighborhoods. It is conceivable, though not likely, that the agency might even convert the vehicle to other uses.

Program Costs

Estimated real total program costs during fiscal year 1971 were $130,700 (Figure 1). The program's budget is provided through funds received from Detroit's Model Neighborhood Agency and program staff and supportive services are supplied by the Detroit Public Library.

Staff requirements constitute 55 percent of total program costs. The program staff consists of the director, professional librarian, a library preprofessional, two junior clerks and a clerk-driver. The program collection consists of books and represents 36

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional	$35,900	$ 2,950	$950	$39,800
Nonprofessional	32,310			32,310
				72,110 (55%)
II. Collection				
Books	35,000	12,525		47,525 (36%)
III. Program Services & Supplies				
Program Supplies	4,450	1,925		6,375
Equipment - Mobile Unit	2,880*	260		3,140
Publicity and Public Relations		1,550		1,550
				11,065 (9%)
TOTAL	$110,540 (84%)	$19,210 (15%)	$950 (1%)	$130,700

* Amortized over a ten year period

percent of total program cost. Other expenditures in the form of program supplies constitute five percent, the mobile unit three percent and publicity and public relations one percent, for the balance of total program cost. Direct program expenditures account for 84 percent, and library/library system supporting services for 15 percent, of total program costs.

The supporting library, Detroit Public Library, had total expenditures of $8,500,000 during fiscal year 1970. Direct program expenditures account for 1.3 percent of the system's total expenditures, and library/library system supporting services account for 0.2 percent of the library's total expenditures. Estimated real total program cost represents 1.5 percent of the library system's total expenditures.

A high estimate of annual total program costs would be based on the following assumptions:

- Services and supplies are 25 percent higher than originally estimated;
- Publicity and public relations expenditures are 25 percent higher than originally estimated; and
- All other expenditures remain as presently estimated.

Based on these assumptions, the high estimate would be $132,680. This is approximately two percent higher than present total program cost.

II. Program Effectiveness

Summary of Program Effectiveness

The Funmobile draws the bulk of its participants from among the elementary school aged children in the Model Neighborhood Community. This is the service population envisioned in Goals, above. The program has had notable impact upon these users in their use of, and affect toward, print media and the library. Majorities also report positive change in affect toward school and learning, and claim improvement in their school work (see Figure 2).

Main library staff have undoubtedly been made more sensitive to the needs of disadvantaged neighborhoods; however, the library has at present no plans to extend library services beyond the renewal areas. Positive impact upon the community is virtually assured by the fact that program services are monitored by the sponsoring Model

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: None Impact: Like to read (85%) Like library (78%)	Goal: Reach potential library users in disadvantaged areas through use of "popular" services and facilities; Encourage children to use branch libraries Impact: Read books (83%) Finish books you start (56%) Use public library (69%) Use school library (68%)	Goal: None Impact: Understand what you read (81%) Use dictionary (82%) Use encyclopedia (56%)
Non-Print	Goal: None Impact: Like school (71%) Want to learn new things (85%) Want to find out about the world around you (73%)	Goal: None Impact: Watch educational TV (55%) Go to movies (76%) Listen to records (69%)	Goal: None Impact: Do well in school (71%) Know where to look for answers to different kinds of questions (78%)

Neighborhood Agency, but some adverse comment has been received indicating that the program does not, perhaps, serve the neighborhood as well as an additional branch library would do.

Penetration

The vast majority of Funmobile users are 14 years of age or younger, as can be expected given the nature of its programming. In the period between July and December 1970 there were 1,588 different activities including 249 story hours, 1,165 films and 174 special activities. These were presented to a total audience of 27,830, or an average of about 18 participants per event. The vehicle serves schools, preschool facilities, playgrounds, and nursing homes throughout the Model Neighborhood area.

Seventy-eight Older School Age Communication Surveys were administered to program participants ranging in age from six to fifteen. Seventy percent were in fourth through sixth grades. They were almost evenly divided between sexes. Eighty-five percent were black and 14 percent white; there was one Spanish-American respondent. Only 10 percent had been attending for an entire year, but 84 percent reported attending weekly.

Participant Impact

The Funmobile has increased the children's interest in reading and acquisition of knowledge (Figure 3). Eighty-five percent say they like reading more and are interested in learning new things. A little less than three fourths (73 percent) feel they are more interested in the world around them, and a similar number claim they like school more.

Reading behavior is also influenced in a parallel manner. Eighty-three percent read more books, and 78 percent claim their book selection has been influenced by the program. However, the number of children finishing more of the books they start is only 56 percent. Magazine and newspaper reading is hardly affected.

The Funmobile's heavy programming of films and its elaborate design especially for film showing has had its effect on the children. Almost three fourths mention that this is what they particularly like about the Funmobile, and their media habits have apparently been affected. Seventy-six percent say they go to more movies (although they may mean those on the vehicle). An equal number claim they are watching more TV, while 55 percent are watching more educational TV. Sixty-nine percent claim they listen to more records.

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact
General	Older School Age (N=78)
Affect:	
Like to read	85%
Feel grown up	42
Like library	78
Behavior:	
Read books	83
Read magazines	44
Watch educational TV	55
Finish books you start	56
Skills and Knowledge:	
Do well in school	71
Understand what you read	81
Program Specific	
Affect:	
Like school	71
Like learning new things	85
Want to find out about the world around you	73
Behavior:	
Go to movies	76
Go to public library	69
Use school library	68
Listen to records	69
Skills and Knowledge:	
Use dictionary	82
Use encyclopedia	56
Know where to look for answers to different kinds of questions	78

Library affect and use has changed. Seventy-eight percent like the library more and two thirds make more use of their school libraries and public libraries. There is a reported increase in library knowledge and skills such as use of dictionaries. Another skill attributed to the program is reading comprehension, in which 81 percent of the participants report improvement. Similarly, 71 percent report doing better in school since attending Funmobile programs.

Library Impact

The program has influenced the Detroit Public Library to the extent of identifying areas of need for library services. As a result of the Funmobile's success, the library administration is looking for new ways to expand service to the poor and build better relationships with the community. The Detroit Public Library has no plans at this time to add branch facilities in the areas where none presently exist. One library is going to be built in a renovated area, now integrated economically and racially, but many people in need of library services live outside the present renewal area.

The library system appears to take pride in the Funmobile program and in its good working relations with the Model Neighborhood Agency.

Community Impact

The relationship between the Detroit Public Library and the Model Neighborhood Agency, described above, assures community representation and participation in the program. In addition, the use of the Funmobile by various community agencies attests to the perceived need for its services and the positive attitudes of those who participate. Statements by executives of the Model Neighborhood Agency also indicated their satisfaction with the program.

Satisfaction is not universal, however. One elementary school principal commented that "the program is only a stop-gap measure and doesn't meet the needs of those who live in [his school district]." He further commented that too much money was being spent on the central library and that it was inaccessible to the poor--"What is needed is a branch facility in our community." Although his elementary school has its own library facility it cannot meet the needs of that entire community, and its use is limited outside normal school hours and during vacation periods.

Factors Related to Effectiveness

Program effectiveness is due in large part to the working relationship between the Detroit Public Library and the Model Neighborhood agency. The expansion of services in this area was originally made possible through funds supplied by the agency, and agency financial support is essential to continuance of the program in its present format.

The impressive design of the mobile unit and its adaptability to fairly elaborate programs of entertainment are undoubtedly major factors in its success, both in initially attracting users and in making possible the presentation of programs that are very popular. The unit was, however, very expensive to build and the question arises whether two units at the same total cost might not yield greater outreach benefits.

CASE STUDY NO. 14

The Media Machine
Berkeley Public Library
Berkeley, California

I. Program Description

Introductory Summary

The Berkeley Media Machine is a converted city bus, functioning as a bookmobile, which goes to schools, parks, swimming pools, old age homes, convalescent homes, a theological center, centers for the handicapped, and even--on special request--to birthday parties. The Media Machine operates all year round and stops at approximately 20 sites each week. It is aimed at all age groups and both minority and non-minority groups. In the last two years it has had a circulation of over 70,000 books.

While the Media Machine's approximately $14,225 annual operating budget is supplied by the Berkeley Public Library, the Media Machine operates independently, making its own schedule, book purchases, and procedural policies.

Goals

The primary purpose of the Media Machine, in the words of the program director, Mr. Ed Minczeski, is "to make reading materials available in the most attractive method possible--by presenting something of an irresistible format and complementing this with a minimum of library routine." In other words, again according to the program director, the Media Machine uses audiovisual techniques to interest people in the library; it does not matter whether or not they read the books, so long as they look through them. These objectives have remained constant from the program's initiation.

Target Groups

The Media Machine is intended to serve all age groups in the Berkeley area, both minority and non-minority groups. Most Berkeley schools have children of all races.

Origin

The Media Machine originated in the summer of 1967 as an experimental program funded by a private institution, the San Francisco Foundation. The $10,000 grant included materials, equipment, the purchase of the bus and its repair. According to Ed, as the participants call him, the program was considered such a success that the Berkeley Public Library assumed financial responsibility for its continuation the next year.

Implementation

Facilities and Materials

The attention to visual attractiveness is a primary characteristic of the Media Machine.

> The latest in Berkeley psychedelic poster work was. . . secured to create a visual sensation to impress even those somewhat jaded by the extremes of West Coast Art Nouveau, but in Berkeley visual understatement would probably result in the unsurest path to even an unflowery child's heart.*

Ed completes the vision with his colorful clothes and reddish-blond beard.

The Media Machine carries a collection of 4,000 to 5,000 books--all paperback except for a few children's books only available in hard cover editions. According to Ed, paperbacks were chosen both because their covers are more visually attractive than hardcover books and thus capture attention better, and because their low cost allows the Media Machine to dispense with library routine designed to keep track of valuable library books.

The paperbacks appeal to a wide range of age levels, although there are fewer paperbacks for very young children than for other ages. There are books on sports, social problems, science fiction, and philosophy; mysteries, classics, large-print books, and Spanish-English dictionaries.

While the core of the Media Machine operation is the paperback collection, the extent to which the Media Machine does indeed have an "irresistible format" is a function of its visual characteristics.

The Media Machine is equipped with 500 films, with slides, projectors, and an FM system. The films, some of which have their own sound track, are primarily serials, silent classics, documentaries, and experimental and instructional films. They are projected by rear screen projection to the outside of the bus, where people can sit or stand to watch them under the bus awning. Frequently, music is played while the bus is stopped. As one elementary school user of the Media Machine said, "It's a library _and_ a movie."

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* Edward Minczeski, "The Illustrated Bus" (an occasional paper), p. 1, October 1968.

Library Procedures

A second primary characteristic of the Media Machine is the attempt to eliminate traditional library routines.

A minimum of book processing and check-out procedures are part of the Media Machine's operation, a sign-out sheet is kept for the sake of counting circulation. If either Ed or the borrower is in a hurry, Ed says not to bother. There are no overdue notices; books are stamped "Please return by [month and year, several months away]." In spite of the loose procedures, borrowers frequently insist on leaving their names. The program director says that borrowers apparently get "uptight" at the idea of being free to take out and return a book whenever--or if ever--they desire. In light of the near absence of check-out procedures and deadlines, it is remarkable that the return rate, according to Ed, averages over 99 percent at the school stops and over 80 percent at the park stops.

The program director explains the low loss at the schools as a result of the tendency of the children to leave the books at school rather than take them home. It may be a year or more before the books are returned, but of the 70,000 books circulated in the past two years, the lowest return rate for all the sites visited by the bus was 70 percent.

Sites

The Media Machine operates almost exclusively within the Berkeley community. Though it visits about 20 regular sites each week, the schedule is flexible enough to allow appearance at special events in the community. For example, on the first day of full-time operation, the Media Machine parked "in the thick of the Telegraph Avenue festivities" for the Fourth of July.

> Many stopped by to listen to music from KMPX and several came on to browse. Presently a young girl with very long hair and a lot of ribbons and paisley garments walked up to me with her eyes wide and curious, "Is this REALLY the Berkeley Public Library?" I put down my Berkeley Barb and just smiled. "Wow, man. When did the Library get with it?" What could I say? I handed her a button. Incredulous, she fumbled her way off like a child at the Lincoln Memorial. Later, she returned with two friends and they all got buttons and took out books.*

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* _Ibid_., pp. 3-4.

During the school year the stops are primarily at schools, but parks are also regular sites. Media Machine stops may last from a half-hour to two or three hours at a given location.

Staff

Ed runs the entire program himself on a full-time basis. Formerly a sixth grade teacher, he originally became involved with the Media Machine during its first summer. He was instrumental in developing the Media Machine into a year-round program. During the site visit, he appeared to be very relaxed with the children, letting them sit in the driver's seat and climb around the bus; and, perhaps more important, he knew the children's names and they his.

Publicity

The Media Machine itself is its own best publicity for the Berkeley community. The program director and the Berkeley Public Library have write-ups on the program to answer the numerous inquiries they receive, and the Friends of the Library give the program publicity through newsletters.

Relation to Berkeley Public Library

The Berkeley Public Library has supported the bus not only financially, but also by giving autonomy to the program director. Records are not kept of books purchased. Books are bought directly, rather than obtained through the library's usual ordering procedures. When the Media Machine needs additional copies of a book, or books on a popular topic, they can be purchased immediately at a bookstore. According to Ed, this flexibility is essential; if the Media Machine ran short of science fiction, for example, it could lose borrowers interested in this type of book.

Relation to Community

The Media Machine has no formal relationships with community agencies except that it stops regularly at some of the schools.

Program Costs

Estimated real total program costs during fiscal year 1970 were $14,225 (Figure 1). The program has an independent operating budget and is primarily funded by the Berkeley Public Library. An initial grant of $10,000 was made by the San Francisco Foundation in 1969.

Direct program expenditures of $13,025 represent 91 percent of total program costs.

FIGURE 1

PROGRAM COSTS

Cost Type Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional	$9,100			$9,100 (64%)
II. Collection				
Books	1,200			1,200
Audiovisual	500			500
				1,700 (12%)
III. Program Services & Supplies				
Operation and Maintenance	1,200		$1,200	2,400
Equipment Depreciation	1,025			1,025
				3,425 (24%)
TOTAL	$13,025 (91%)		$1,200 (9%)	$14,225

Staff requirements for one full-time librarian constitute 64 percent of total program costs. Paperback books, films, and slides are included in the program collection costs. The Media Machine is garaged and serviced at the local city garage for a fixed fee of $100 per month. An initial capital expenditure of approximately $10,250 was required for equipment: projection, sound, and basic vehicle and modification (Figure 2). An annual equipment depreciation charge of $1,025 has been made.

Because the storage facility, all maintenance and gasoline are provided by the city for an unusually low fee, an additional $100 per month has been estimated for this non-compensated service.

The supporting library/library system, the Berkeley Public Library, had total expenditures of $826,792 during fiscal year 1970. Direct program expenditures and estimated real total program costs are 1.7 percent of the system's total.

A high estimate of annual total program costs would be based on the following assumptions:

- Hardcover books are used, doubling expenditures for books (one half the number of books at four times the price);
- Expenditures for audiovisual materials are 50 percent higher than originally estimated, reflecting a more rapid build-up of the collection;
- Operation and maintenance costs are 25 percent higher than originally estimated;
- Initial capital expenditures are $14,800, reflecting the fact that most items were acquired "at cost" are thus understated.

The high estimate would be $16,730, which is 18 percent higher than the best estimate.

II. Program Effectiveness

Summary of Program Effectiveness

The Berkeley Media Machine has interested people of all ages in books and libraries. Not only do a majority of participants report an increased reading interest and positive feeling toward the library resulting from the bookmobile, but a majority also report improvement in reading comprehension and schoolwork (see Figure 3).

No impact on the Berkeley Public Library or city was indicated.

FIGURE 2

INITIAL CAPITAL EXPENDITURES FOR EQUIPMENT
BERKELEY MEDIA MACHINE

Projection Equipment		
1 Technicolor 100B Super 8 movie projector	$ 396.95	
1 Bell & Howell 16mm movie projector	715.00	
1 Kodak Ektagraphic 35mm slide projector	214.00	
1 Dukane 35mm filmstrip projector	320.75	$1,646.70
Sound Equipment		
1 80 watt stereo amplifier	$ 200.00	
1 Sony Cassette stereo recorder	142.00	
1 Sony stereo FM tuner	91.50	
Speaker systems and enclosures	150.00	$ 583.50
Basic Vehicle and Modifications		
WAVE Project Services	$ 1,750.00	
Basic vehicle costs	4,918.25	
Electrical generator	300.00	
Assorted equipment	1,090.42	$8,058.67
GRAND TOTAL		$10,248.87

Estimated Annual Depreciation Charge $1,025

FIGURE 3

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: Interest people in library and books Impact (PS): More interested in reading (73%) Impact (OSA): Like to read (52%) Like library (66%) Impact (YA/A): Like to read (63%) Like library (63%)	Goal: Increase use (in some form) of books Impact (PS): Reads or looks at books more (55%) Impact (OSA): Read books (83%) Impact (YA/A): Read books (89%)	Goal: None Impact (OSA): Understand what you read (76%) Impact (YA/A): Understand what you read (67%)
Non-Print	Goal: None Impact (PS): Feels grown up (64%) Impact (OSA): Want to learn new things (79%) Impact (YA/A): Want to learn new things (63%)	Goal: None Impact: None	Goal: None Impact (OSA): Do well in school (55%) Impact (YA/A): Do well in school (60%) Know where to get the information you need (67%)

Penetration

The Media Machine has directed its efforts at all age groups in the Berkeley area. Accordingly, participants were sampled in each of the three age groups. TransCentury interviewers administered a total of 49 questionnaires, distributed as follows: 11 preschool (with a mean age of seven years), 29 older school age, and nine young adults and adults.

The great majority (85 percent) of the youngest and oldest groups are white. Somewhat over a third (38 percent) of the older school age respondents are black. The interviewer and site visit teams reported that very few participants are Spanish-surnamed.

At least among preschoolers, young adults and adults, the Media Machine may attract participants of high socioeconomic status.* While 25 percent of these respondents report family incomes under $5,000, a majority (63 percent) say they earn over $10,000 per year. Education level is also very high. Almost two thirds of the older respondents and the parents of preschoolers have college degrees.

There is little doubt that the Media Machine has attracted participants because of its visual attractiveness, because of the convenience of its outreach activity, and because of the program director's personal appeal. This conforms with the basic concept of the program as stated in Goals, above. The statements of program participants bear out the effectiveness of the Media Machine's strategy for attracting people of all ages in Berkeley:

> I didn't bring him. The bookmobile came to him (a mother of a preschooler).
>
> She wanted to go in--because they had bright, lively rock-and-roll music at the time (mother of a preschooler).

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* Because school had ended and the Media Machine and its director were on the point of taking a vacation, sampling was limited to three parks. A random sample of children coming to each park stop was taken. Some parents of younger children were interviewed at home. Given the degree of racial and economic integration in the Berkeley schools, it is possible that sampling at schools would have included more participants of a lower economic status.

> I guess mostly because of its convenience. Well, it's there and it's a friendly atmosphere (young adult).

> I guess just curiosity and it's really nice to have a neighborhood thing--it's friendly (adult).

There are some inhabitants of Berkeley not being reached by the Media Machine. The program director feels the bus is doing an excellent job of reaching particularly its primary focus, elementary school age children. The only people he feels are not adequately served by it are senior citizens. They require a different type of program, since paperbacks are unsuitable for their eyes, and they cannot walk up the stairs of the Media Machine.

Participant Impact

Figure 4 describes the pattern of impact among the three groups of program participants. The data summarized in this figure reveal that the general impact of the program is similarly reported among the groups.

Given the fact that the freely circulating collection of paperback books is the Media Machine's principal service, it is not surprising to find its behavioral impact concentrated in increased book reading. Majorities of the preschool (55 percent), older school age (83 percent), and young adult/adult (89 percent) participants report that they are reading more books because of the program. Similarly, majorities of the three groups express an increase in positive affect toward reading (73, 52, and 63 percent). The increased contact with books has, to a certain extent, also stimulated the purchase of new books or, at least, the patronization of bookstores (45, 46, and 44 percent, respectively).

However, it does not seem that the new interest has extended to other print forms. For example, less than one third of the respondents report reading more magazines because of the program (27, 17, and 22 percent). Nor has the impact of the Media Machine, despite its associated films, materially extended to other media. No more than one third of the respondents in any age group go, or want to go, to the movies more (0,28, and 33 percent). Less than a quarter go, or want to go, to more concerts (9, 0, and 22 percent). Finally, less than 40 percent watch more educational TV (36, 21 and 33 percent).

The Media Machine has generated an increase in positive affect toward the library. A majority (54, 66, and 63 percent) of the participants like the library more because of their experience with the program. However, there is little indication that library skills have been at all increased. This is not a surprising finding given the program format and the specific deemphasizing of formal library routine.

FIGURE 4

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact		
General	Preschool/Younger School Age (N=11)	Older School Age (N=29)	Young Adult/Adult (N=9)
Affect:			
Like to read	NA	52%	63%
Has made my child more interested in reading	73%	NA	NA
Feel good about self as person	NA	NA	0
Feel grown up	64	14	NA
Like the library	NA	66	63
Has affected my child's view of the library	54	NA	NA
Behavior:			
Read books	55	83	89
Read magazines	27	17	22
Watch educational TV	36	21	33
Finish books you start	NA	NA	22
Skills and Knowledge:			
Know where to get information you need	NA	NA	67
Know where to look for answers to different kinds of questions	NA	32	NA
Do well in school	30	55	60
Know how to use library	NA	NA	22
Understand what you read	40	76	67
Program Specific			
Affect:			
Want to learn new things	NA	79	63
Behavior:			
Go to bookstores or stores that sell books	NA	46	44
Buy more books (parents)	45	NA	NA
Go to more movies	NA	28	33
Want to go to more movies	0	NA	NA
Go to more concerts	NA	0	22
Want to go to more concerts	9	NA	NA

Community Impact

The primary effect of the Berkeley Media Machine has been on individuals who attend it rather than on local institutions or agencies. Responses from teachers at local schools, both public and parochial, support this conclusion. One teacher said she found children whom she previously had not been able to interest in reading were reading Media Machine books on their own initiative. She thought the Media Machine both increased the reading interest of some of her elementary children and provided stimulation for a number of children to improve their reading. Another teacher maintained that her pupils read more and were more involved with books as a result of the Media Machine. She said the absence of rigid rules freed them of such reading inhibitions as handling books only with clean hands, fearing to incur fines, and so on.

The Media Machine may be supplementing the local schools. Some of the participants reported using the Media Machine for school reports and homework and several expressed a desire that it carry more reference materials. One participant wanted "more things for projects. We had to report about things on birds and reptiles and I had to go to the regular library." One teacher does use the Media Machine paperbacks as a reward when her pupils finish their assigned reading.

Factors Related to Effectiveness

The two most salient characteristics of the Media Machine, its visual attractiveness and the informality of its operation, do appear to make it an effective program.

As noted above, the Media Machine has almost no book processing, checkout, or overdue procedures. The participants reported that one of the things they liked best about the program was that "you don't have to have a library card. You know, like, it's sort of different." Another said, "I like how you take the books out. Don't have to wait for a card and all that." And another participant listed a result of not having to bring the books back at a certain time: "Books get passed around the family more." In fact, one adult said she "stopped using the library--got too many overdue books." The general atmosphere of informality is also popular. When asked what she liked best about the program, one participant replied, "I think it's the informality. It's small enough, you can sometimes be thrown by the big collections in a big library." The informality of the Media Machine also has another advantage over regular libraries: "There were others with babes in arms who refused to take their squalling progeny into the comparative serenity of the library, but thought nothing of bringing them onto the bus to let the driver hold them while they browsed."*

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* Minczeski, op. cit., p. 5.

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Most older school age and young adult respondents (55 and 60 percent) who are in school maintain that the program has helped them in their school work. To some degree, this may be the result of an increased reading comprehension reported by similar majorities (76 and 67 percent).* Correlated with this educational focus is an increased desire to learn new things (79 and 63 percent). However, it should be kept in mind that the Media Machine does not and is not intended to serve as a functional alternative to school and public library information sources. As one student put it, "It doesn't have all the books you want, like for doing a report." And one adult reported, "I think if I had in mind one certain book, I'd be thrown because there's no card catalogue. If you were looking for one certain book, it would be a disappointment."

The Media Machine seems to appeal more to people interested in popular, non-scholarly subjects and in "escape" reading. It "has books I didn't find in the main library--escape novels, mystery books." This is the type of person who says about the program, "I heard they have better books than the regular library, and they do."

One potentially important differentiation to be made in the analysis of program impact is between the responses of black and white participants. Figure 5 lists the responses of black and white older school age respondents to questions in two impact areas. The pattern of responses in this figure suggests that the Media Machine may be stimulating an increased interest in school among blacks more than among whites. Conversely, whites seem to go on to alternate book sources as a result of the program more than blacks do.

Library Impact

No impact on the Berkeley Public Library was indicated. The autonomy of the Media Machine program ensures little such impact. The library reacts very positively to the program, however, if the library director's words are any indication: "We are indeed pleased with the success of the Media Machine." He gives credit to Ed for "the ready and eager acceptance of the vehicle in the community."**

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* Among older school age children, over two thirds of the respondents who report increased reading comprehension (N=22) also report doing better in school as a result of the program. Only one of the seven respondents who did not report increased reading comprehension credits the program with helping him in school.

**Publicity material in the form of a letter by Frank J. Dempsey, Director, Berkeley Public Library (undated).

FIGURE 5

PERCENTAGE REPORTING PROGRAM IMPACT BY RACE

Change Measure	Race White (N=15)	Black (N=11)
Like school more	33%	64%
Do better in school	40	82
Go to bookstores more	53	30
Go to public library more	53	20

In addition to the absence of rules applying to the books, it appears that the relaxed personality of the program director contributes to the atmosphere of the program. Many of the participants mentioned that they really liked him; one of the teachers commented that he gets along very well with children; and many commented on the friendly atmosphere. "I like the guy who runs it, he seems to be very patient with everyone."

The informality and flexibility of the Media Machine is made possible in part by its autonomy from the main library. All its equipment and paperbacks come out of its separate budget. It sets its own rules and schedules. Working with the users of the Media Machine keeps the program director in touch with their reading interests. Since he alone selects the books, he is able to choose materials in high demand.

The extraordinary visibility of the Media Machine increases program effectiveness by helping to attract participants. When asked how they first found out about the Media Machine, about half of the participants interviewed said, "I saw it."

In addition to the visual attractiveness and informality of the bookmobile, its effectiveness is based upon the convenience of the bookmobile to its users. Many of the participants of all ages mentioned this. Several mentioned that the regular library was too far away for them to use, and others mentioned that they were just "too lazy" to go all the way to the library. One girl said, "I like the way it [the Media Machine] goes around. I don't have to go to the library. It goes where I go."

The internal physical setup of the Media Machine is also convenient for at least some users. As one small participant put it, he likes the Media Machine because "it has a lot of little kids' books at the bottom shelf so they can reach them and they're not hard to read." Another expressed its physical appeal as follows: "I really like it. It looks like kids can go in it. I sometimes get scared in the library."

CASE STUDY NO. 15

Library Services to the Disadvantaged
Kansas City Public Library
Kansas City, Missouri

I. Program Description

Introductory Summary

The Kansas City, Missouri, Public Library operates a group of services termed Library Services to the Disadvantaged. It is a concerted effort to deliver an integrated set of library services to previously unserved areas of the city. Neighborhood library stations, traveling film programs, and story hours are presented to draw the public library and its community closer together.

Kansas City is a major center of commerce and industry in the western part of Missouri, at the conjunction of the Missouri and Kansas Rivers. Its population of 500,000 includes approximately 100,000 inner-city residents who are for the most part black and disadvantaged.

Although the program serves all age groups, special emphasis is placed on preschoolers, elementary school children and young adults. The group served is predominantly black and economically poor; annual family incomes are typically below $5,000.

The program was begun in Summer 1968. It is run at an annual cost of $93,026, $30,000 of the funds being supplied by LSCA. Individual program components have been added steadily in response to requests for service by community groups. Most program growth has been due to such ad hoc responses, as opposed to systematic extension under a master plan or a program of active outreach. The library system had made a fundamental decision to rely on extension services rather than bookmobiles in its outreach efforts.

There are nine distinct program components, all of which are coordinated by Mr. Stephen Kirk, director of the Kansas City Public Library. This centralization of supervision ensures cooperation and coordination among the professional staff and provides continuing attention to the program at the highest operating level within the system.

Goals

The program was developed because, in Mr. Kirk's words, "traditional library services weren't doing what was needed." More specifically, five subgoals have been identified: (1) to make the library a central part of the community; (2) to make library users of the people in the neighborhoods served; (3) to have the library serve as a community referral service; (4) to utilize indigenous community personnel in the delivery of library services; and (5) to get participants to use the library as a source of information and other services, not only as a source of recreation and entertainment.

Target Groups

The program is aimed at approximately 100,000 inner city residents. Special emphasis is placed upon reaching preschoolers, elementary school children, and young adults in families with an annual income of less than $5,000. The target population is primarily black, although there is also a substantial number of Spanish-surnamed American inner city residents.

Origin

The program, providing a basic set of library services for the disadvantaged, was formally begun in Summer 1968, although individual program components had existed before that date. Typically, individual program components have been developed in response to requests for services by community groups rather than as a result of a consciously applied active outreach effort.

Library stations in schools have existed since 1910. The Kansas City Public Library and the school system are coordinately administered, and the library provides year-round school deposit collection service in selected schools. Most other parts of the program are post-1968 developments; they are further enumerated and explored below.

Implementation

Program Components and Activities

The program breaks down into nine specific components with differing target areas, materials and programming. They are:

- Library stations in elementary schools;
- Deposit collections in community centers;
- A library center in a housing development;
- A boys' club library;
- Libraries in churches run by community volunteers;
- An experimental Model Cities-funded branch library;
- Storytelling service to playgrounds (summer);

- Movie Wagon--traveling film programs (summer); and
- Cinema Showcase film programs (academic year).

Planning of the overall program is conducted by Mr. Kirk and his supervisors and department heads. Individual program components are planned in conjunction by library staff, local community staff, and leaders of local community organizations.

Physical facilities are typically provided by the local organizations which desire to receive library services. Books, periodicals, and special audiovisual and nonprint equipment and materials are normally provided by the library.

The first component is library stations maintained in nine elementary schools. During the school year, room collections are maintained at the schools. In the summer, operations are conducted on a half-day basis with a full range of services including books, periodicals, reading clubs, story hours, library card application processing, and return of general library books. The selected schools are in isolated neighborhoods where factors such as lack of transportation inhibit use of existing library facilities. These and similar libraries have been run in Kansas City since 1910. Library cards are required of participants but a rigidly-enforced fines policy is eschewed. Teachers staff these libraries during the summer.

The second component is a library station at the Linwood Community Center, a Community Action Program operated by the Human Resources Corporation (HRC). A small library is maintained on a part-time basis in order to provide materials which will supplement GED programs conducted at the center. A small room of approximately 120 square feet houses a collection of 500 books. English, math and black history books are stressed, and a large segment of the collection consists of old grade school textbooks of the "Dick and Jane" variety. A part-time indigenous paraprofessional, a GED graduate herself, runs the facility. Standard checkout procedures are observed but no serious fines are charged. Service was begun when the center requested library aid in January 1971.

The third component is a library station at the Wayne Miner Housing Development, a large development for over 5,000 low income residents, chiefly blacks. Books, story hours, movies, and skills instruction (e.g., knitting classes) are provided for residents in the 200-square-foot former laundry room, now called the "Soul Spot." The center is staffed by two full-time paraprofessionals recruited from the city's Career Ladders program. They check out books conventionally, but assess no fines. This center relies on posters, door-to-door staff visits and word of mouth for publicity. It was founded in 1969 when the library chose to provide services in the largest and most ill-reputed housing project in its service area.

The fourth component is a library station at the Thronberry Boys' Club. A separate facility, the 1,000-square-foot library in the club provides services such as books, story hours, movies, book clubs, drama, and the Boys' Club Reading Competition program. Two full-time indigenous paraprofessionals operate the center. Posters and word of mouth are the chief publicity methods used. Library rules and procedures at Thronberry are very relaxed: Library users need not remain quiet, and a simplified checkout procedure with only token fine assessment is employed. In 1968, the Club requested library service at its new facility. It built the library room and furnished it. The Kansas City Public Library supplied staff.

The fifth component is a library station at St. Andrew's United Methodist Church (hereinafter referred to as St. Andrew's), a black church in a severely deprived neighborhood. The station operates on a part-time basis (Tuesdays, 3:00 to 8:00 P.M.) and offers books and classes (e.g., cooking lessons). Housed in a small room, it is stocked with about 500 books, most of them reference works or volumes on black history. All operations are on the honor system. A young part-time volunteer administers this center. In 1969, a community request was made for services to the area surrounding the church.

The sixth component is an experimental branch library, the Benton Branch Library (hereafter referred to as Benton). Housed in a quickly erected, pre-fabricated building 24 by 48 feet, the experimental branch provides a wide range of books, records, and films. It is open weekdays, either 11:30 A.M. to 8:00 P.M., or 8:00 A.M. to 5:00 P.M. One full-time librarian and two Model Cities full-time paraprofessionals staff the Benton Branch. Regular library procedures are observed. The branch was opened in Summer 1971, with the cooperation of Model Cities. It took months of careful planning to choose site and materials, but only three days to erect the building and put it in working order. Door-to-door staff visits and word of mouth have gotten the news of the new library out to the surrounding community.

The seventh component is a summer playgrounds program of story hours conducted at 30 to 50 public playgrounds frequented by inner city children. Thirty-minute story hours are conducted on a weekly basis by storytellers who work during the school year as elementary school teachers. The program is held with the cooperation of the City Parks Department.

The eighth component is a summer Movie Wagon. It provides one-hour evening movie programs on a weekly basis at 10 sites, primarily housing projects and parks. Entertainment and popular films for children are emphasized. The summer program is selected each May from the main library's collection of 1,300 films by the director of the film department and her summer coordinator, a high school teacher. He and two other young men (another teacher and a dentistry student) man the wagon and run the films. An enclosed van with a rear projector and screen, an independent generator and up-to-date powerful audiovisual equipment are used. The film-showing unit is easily set up and may be quickly dismantled in case of a sudden thunderstorm. Current plans call for the addition of paperback books, which will be loaned without formal checkout procedures. This program was initiated in April 1968 to provide children with additional entertainment in the wake of destructive riots in the inner city.

The ninth component is a Cinema Showcase conducted annually during Negro History Month (February). Four two-hour film programs of special interest to blacks are shown at eight community centers on a weekly basis. Black-oriented commercial movies, such as For the Love of Ivy, are featured along with black documentaries and short subjects. The program is heavily publicized through leaflets and posters in community centers all over the inner city. This program was initiated in 1969, in recognition of strong community interest in black history and black cultural activities.

Staff

Miss Gladys Deever, supervisor of Extension Services, is responsible for all library stations and the playgrounds, and Mrs. Penny Northern, director of the Film Department, has responsibility for the Movie Wagon and the Cinema Showcase. Program component operations are staffed by members of local neighborhoods. Paraprofessional staff have been identified and employed in conjunction with Kansas City's Career Ladders training program for high school drop-outs interested in a career. Library hiring policy education requirements have been relaxed in order to maximize use of local personnel. Staffing is also facilitated by means of the Kansas City Public Library's unique relationship to the school system. Both the schools and the library are operated by the Board of Education. Consequently, neighborhood school teachers supplement library staff on a part-time after hours basis during the school year and selectively on a full-time basis during the summer. They man elementary school library stations and serve as storytellers at playgrounds and recreation centers.

Publicity

At the individual program component level, publicity is primarily by word of mouth, posters, and presentations at group meetings. On the city-wide level, a weekly 14-minute radio program is used to acquaint the community with the library and its services. Each week a different program component is featured. The time is provided on a public service basis by station KWKI, the local "soul" station which boasts the largest share of the Kansas City FM radio listening audience. The overall theme of the radio broadcasts is "Check Out Your Mind." A black-is-beautiful, "soul" format is followed, combining the latest popular songs, jokes (some of which are library-oriented), poetry (especially poems written by inner city children), and information about the library and its services.

Relation to Library

There is close and regular contact between the central library and local program components. The central library has a proven, successful record in responding to requests for service by local community areas. One major decision which has been made by the library system is to rely on extension services (as described above), as opposed to providing bookmobile services.

Relation to Community

A unique feature of the Kansas City Public Library is that it is operated by the Board of Education. As a result, there is close continuing liaison between the library and public schools. In particular, school teachers are used to supplement library staff on a part-time, afterhours basis during the school year and selectively on a full-time basis during the summer.

Community relations with other agencies have been good. Among the groups which have provided personnel, materials, space, and advice are: Volunteers of America, Junior League, Parks and Recreation Department, Model Cities, Human Resources Corporation (the local community action agency), and boys' clubs.

Program Costs

Estimated real total program costs during fiscal 1970 were $93,026 (Figure 1). The program is independently operated and received $30,000 of LSCA funding. All other required resources are provided by the Kansas City, Missouri, Public Library and community organizations.

Direct program expenditures accounted for 71 percent of total program costs. Program staff costs dominated these expenditures, amounting to $57,339.

The Kansas City Public Library provides approximately 400 square feet of floor space for program administration and 1,152 square feet at the Benton Branch on a full-time basis. Community groups and the school system provide a full-time equivalent of approximately 3,100 square feet of space for maintaining library stations.

FIGURE 1

PROGRAM COSTS

Cost Type Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional	$25,500			$25,500
Nonprofessional	31,839			31,839
				57,339 (62%)
II. Collection				
Books	2,680			2,680
Periodicals	46			46
Films	2,543			2,543
Other Audiovisual	555			555
				5,824 (6%)
III. Program Services & Supplies				
Rental Equivalent		$8,875	$17,860	26,735
Telephone	264			264
Insurance	65			65
Supplies	214			214
Unspecified Services	2,000			2,000
				29,278 (31%)
IV. All Other				
Capital Expenditures	585			585 (1%)
TOTAL	$66,291 (71%)	$8,875 (10%)	$17,860 (19%)	$93,026

Overall, staff requirements account for 62 percent of total program costs, and services and supplies (primarily the use of physical facilities) account for an additional 31 percent.

The supporting library system, Kansas City Public Library, had total expenditures of $2,353,695 during fiscal year 1970. Total program costs thus represent four percent of total system expenditures; and direct program expenditures and library supporting services represent 2.7 percent and 0.4 percent respectively.

A high estimate of annual total program costs would be based on the following assumptions:

- Staff requirements are 25 percent higher than originally estimated;
- Program collection expenses are 50 percent higher than originally estimated;
- The required floor space estimates are increased by 10 percent; and
- All other estimated costs are increased by 10 percent.

The high estimate would be $113,255, which is 22 percent higher than the best estimate.

II. Program Effectiveness

Summary of Program Effectiveness

The program in all its components is reaching a target group which is all black, inner city based and disadvantaged. It is not reaching the Spanish-American sector of the inner city population. Users surveyed were young adults and adults and older school age children.

Evidence suggests that those who come to local library center facilities are those who are highly motivated and come for books. The program has affected the reading patterns of its participants--their desire to read is increased, they understand better what they read, and they read more (see Figure 2). Some effect on newspaper and magazine reading is also noted.

The program components have acted as intellectual stimuli to participants who overwhelmingly report wanting to learn new things. Almost three quarters report doing better in school because of the program. School age children like the library more but not many indicate increased knowledge of library use techniques. Young adults/adults tend not to like the library more, but the majority have improved reading

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: None Impact (OSA): Like to read (59%) Like library (79%) Impact (YA/A): Like to read (67%)	Goal: Make library a central part of community; Make library users of people in neighborhoods served Impact (OSA): Read books (65%) Finish books you start (68%) Impact (YA/A): Read books (73%) Read newspapers (60%)	Goal: Get participants to use library as source of information Impact (OSA): Understand what you read (76%) Impact (YA/A): Understand what you read (87%)
Non-Print	Goal: None Impact (OSA): Want to learn new things (94%) Impact (YA/A): Feel good about yourself as a person (60%) Want to learn new things (80%)	Goal: None Impact (OSA): Help others with school work (62%)	Goal: None Impact (OSA): Do well in school (71%) Impact (YA/A): Do well in school (73%) Know where to get the information you need (80%) Know how to use library (80%)

skills. At least among the older participants, active prior library users benefit more from the program than non-users.

The program in its nine components is an effective and well-supported part of the library. However, relaxed procedures and paraprofessional staffing seem in the main confined to program components and have not affected main library and regular branch staffing and procedures.

The program maintains good relationships with centers providing it with space and volunteers. Community impact, however, is limited to the library's passively meeting requests rather than actively seeking out and filling needs.

Penetration

In order to assess the impact of the program, participants were interviewed at three of the nine sites--a boys' club, a large high-rise apartment complex, and a small center library used as part of a GED course. A total of 49 participants, all black, were interviewed at these sites. Thirty-four of those interviewed fall into the older school age category and 15 are young adults and adults. All but one of the latter group are also in school, many in the GED course. While most (88 percent) of the younger participants are male (probably because one of the sites selected was a boys' club facility), the majority (67 percent) of the older group is female.

The background characteristics of the young adult/adult respondents indicate that the program is reaching its target group, the disadvantaged--specifically those who were not previously active library users. Over three fifths (62 percent) of the older participants report family incomes below $5,000 and only one indicates an income greater than $10,000. The vast majority (79 percent) of these participants previously went to the library less often than once a month.

There is some evidence which indicates that those who come to the local library facilities are highly motivated and come there because of the books available, rather than for other types of attractions. When asked why they visited the library, the participants offered reasons typically like the following:

> Older School Age:
>
> I like to read.
>
> Because I had bought some books and I had finished them so I came down here to get more books to read.
>
> Because I wanted to read. To check out books because I like to study history.

Young Adults and Adults:

> Because I like to read, might be something in here I like.
>
> I wanted to pick up on reading comprehension, English literature, and stuff like that.
>
> I was interested in improving handwriting, and math.

What these and other comments seem to indicate is that there is probably good coverage of those who seek program services but less for those who do not take this initiative.

Participant Impact

Figure 3 outlines the respondents' evaluations of the impact of the Kansas City Library Services to the Disadvantaged. It is apparent that the program has affected the reading patterns of a majority of its participants. Both the older school age children and young adult/adult respondents credit the program for an increased desire to read (59 and 67 percent), a greater understanding of what they read (76 and 87 percent), and an increase in book reading (65 and 73 percent). To a lesser extent, both groups credit the program for an increase in magazine reading (44 and 47 percent). It would appear that only the young adults and adults read more newspapers. However, the elementary school children (who average 10 and one half years in age) might not be expected to be as interested in the contents of newspapers.

To some extent, participation in the program seems to have been an intellectual stimulus. Large majorities of both groups (94 and 80 percent) say they want to learn new things. However, less than half (36 and 33 percent) say they watch more educational television. While almost three quarters (71 and 73 percent) of those in school maintain they are doing better, fewer (62 and 33 percent) report helping others with school work.

The two groups of respondents exhibit different patterns of change in library-related areas. While the great majority (79 percent) of the older school age participants say they like the library more, less than half know better where to look for answers to different kinds of questions (47 percent) or know how to use the card catalog (32 percent). The older participants tend not to like the library more (27 percent), but do know how to get the information they need (80 percent) and how to better use the library in general (80 percent).

At least among older participants, those with more active prior library utilization seem to benefit more from the program. Figure 4 shows that participants who previously went to the library at least once a month are more likely to like it more now, read more books, and

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact	
General	Older School Age (N=34)	Young Adult/ Adult (N=15)
Affect:		
Like to read	59%	67%
Feel grown up	29	NA
Feel good about yourself as a person	NA	60
Like the library	79	27
Behavior:		
Read books	65	73
Read magazines	44	47
Watch educational TV	36	33
Finish the books you start	68	47
Skills and Knowledge:		
Understand what you read	76	87
Do well in school	71	73
Know where to get the information you need	NA	80
Know where to look for answers to different kinds of questions	47	NA
Program Specific		
Affect:		
Want to learn new things	94	80
Behavior:		
Read newspapers	9	60
Help others with school work	62	33
Skills and Knowledge:		
Know how to use the card catalog	32	NA
Know how to use the library	NA	80

FIGURE 4

PROGRAM IMPACT BY PRIOR LIBRARY USE

	Percentage Reporting Program Impact	
Change Measure	Less than Once a Month (N=10)	Once a Month or More (N=3)
Like the library	20%	67%
Read books	60	100
Understand what you read	80	100

understand better what they read. Thus, it would appear that the program not only attracts those highly motivated to use its facilities, but has more impact on those with relatively active reading pasts.

Library Impact

The program has the support of the library director and is run under his personal supervision. The Kansas City Public Library has become concerned with service to the disadvantaged and is willing to make procedural concessions in order to gain their patronage. In most of the program facilities, procedures and fines are relaxed. Indigenous paraprofessionals have been hired. Deformalization of the main library has not, however, proceeded apace. A hopeful step has been the hiring of young adult guides, young paraprofessional library assistants who dress and look like the unconventional young adults the library would like to draw in as patrons. These guides, putting young patrons at ease with a casual manner, explain cataloguing and locate requested volumes.

Community Impact

Mr. Kirk reports steadily increasing requests for library service from inner city churches and community centers. He claims more people from the inner city are using the main library, also. The Boys' Club director remarked on the "tremendous program here," and said that it is so well used "that some regulars prefer the library to the other club activities!" Miss Deever reported that the community brought pressure to bear to avert a threatened cutback in the number of elementary school library stations.

In general, though, the program serves only those community agencies which request its services. Among those in most need, however, may be those which are ignorant of services available or have misconceptions about their own eligibility for such services. The library is now making no active outreach effort to contact such agencies. Conspicuous among populations remaining unserved are local Spanish-American groups.

Factors Related to Effectiveness

The Kansas City Services to the Disadvantaged Program has proved effective for several reasons. The program enjoys organizational high priority as one of the main interests of the library director. He and his staff show great willingness to experiment and have many types of services in the inner city area. Close relations with interested community organizations provide the library with space, volunteer personnel, materials and in some cases (e.g., Model Cities) a cooperative working relationship.

Emphasis on the employment of indigenous paraprofessionals and relaxation of hiring standards have made it possible for program components to have locally-based staff. Direction and planning, however, are done mostly by main library-based professional librarians.

Excellent publicity, especially the KWKI radio spots, relaxed procedures in program component centers, and provision of interesting current materials attract inner city residents and put them immediately at ease.

The Kansas City Library's special relationship with the school system provides it with facilities, books purchased under Title II of the Elementary and Secondary Education Act, and a pool of trained local personnel to supplement regular library staff. Teachers are important summer additions to the staff, and are used to man school library stations and tell stories at playgrounds.

Negative aspects of the program are few, but hamper it in reaching more of the target groups. The library now fills requests from community centers but does not itself assess need or inquire if services are wanted. Active outreach efforts might conceivably reveal large areas of need as yet to be met by the library. Needs of the Spanish-American community in particular, seem not to have been broached at all by the Kansas City Public Library.

Also, program planning is overwhelmingly centralized and is done by professional librarians located in the main library. Community-based personnel are consulted, but only those in charge of the larger library centers take active part in planning and decision-making.

CASE STUDY NO. 16

Young Adult Library Services Project
Santa Clara Valley Library System
San Jose, California

I. Program Description

Introductory Summary

The Federal Young Adult Library Services Project (YAP) was a 1968-1971 demonstration project in outreach to young adults. Its experiments included the following:

- The placement of unattended racks of paperback books in locations where young adults congregate;
- The establishment of several Teen Centers;
- The supplementation of young adult collections in branch libraries and the main libraries of systems participating in a library consortium; and
- The establishment of a bookmobile program on an old bus.

The project served large areas of the county which makes up the southern half of the San Francisco-San Jose megalopolis. It incorporated five libraries in two different library systems and thus was a diffuse project characterized by a series of seemingly unrelated efforts--some successful, some abortive--aimed at reaching young adults.

The target groups were young adults aged 13 to 19. Specific program emphasis was placed on disadvantaged young adults (blacks and Mexican-Americans especially) and those in continuation high schools.

The program was run on an annual budget of $111,168. Formerly supported by LSCA funds, the program did not succeed in an effort to obtain local funding. When the LSCA money was exhausted (30 June 1971), the project was discontinued. Certain program characteristics were, however, incorporated in the sponsoring library systems' regular operations.

Goals

The Annual Report for the first year of the program's operation (April 1968-April 1969) states that the program was "designed to attract non-library users to the public library," in order to "assist the young adult in accomplishing future goals." The project director further described the project as a series of experiments designed to find new ways of drawing young adults into the library.

Target Groups

The target groups of the project were disadvantaged young adults between the ages of 13 and 19. Particular emphasis was placed upon reaching black and Mexican-American young adults and also young adults enrolled in continuation high schools.*

Origin

The Federal Young Adult Library Services Project grew out of separate applications for special projects funds made by two library systems. After considering the two sets of plans, government representatives suggested development of a consortium of libraries and adaptation of goals to meet existing funding guidelines. The enabling grant for the Federal Young Adult Project was made under the Library Services and Construction Act. It consisted of an initial two-year grant, and was later extended by one year. Program activities were begun in September 1968.

Implementation

Staff

The staff of the Federal Young Adult Project numbered seven: the project coordinator, two other professional librarians, one full-time library assistant, one part-time library assistant, a page and a secretary. Staff members were with the project for varying amounts of time, owing to differing staff requirements at each succeeding phase of the project and to the coordinator's practice of hiring indigenous personnel for short periods as part of a generalized in-service training program. In general, staff were well qualified, both in training and experience, for their positions.

The project director, Miss Regina Minudri, was a professional librarian with an M.L.S. degree and a special interest in young adult programming. She served concurrently as the Young Adult Specialist of the Santa Clara Public Library System.

The project benefited from the special talents of individual staff members, among them Karen Cullar, library assistant. Her artistic skills helped in the visual renovation of young adult departments in local libraries and enabled her to design attractive posters, signs, book lists, and publicity.

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* Continuation schools are special schools for students who are unable to attend regular secondary schools because of difficulties in behavior, motivation, or learning.

Activities

When the project was initiated in April 1968, the new staff set up unattended paperback book stands in community centers throughout the area. These stands were regularly supplied by staff members. In all, there were 12 of these outposts in community centers, Juvenile Hall, boys' ranches, girls' ranches, and other locations where young adults live or congregate. This aspect of the project was the most durable component, and lasted throughout the demonstration grant.

As the size of the professional staff grew, a major decision was made to design a program which would attract young adults who could be reached only by the promise of entertainment. The project staff chose to meet an unmet local need by providing a gathering place with entertainment. They therefore established a Teen Center in the Mission Branch of the Santa Clara Public Library. This site choice quickly proved to be infeasible owing to opposition from Santa Clara library and local school officials, and to the fact that Teen Center use disturbed library users not interested in recreation. Another site was chosen, a rented building in the Franklin Street Shopping Mall in Santa Clara. However, this Center was also forced to close because of opposition from local businessmen and the general public.

While the Santa Clara experiment was in progress, the staff started another Teen Center in Gilroy. This Center, which served a largely Mexican-American population, had a somewhat less troubled life, but was eventually forced to close because the staff became "exhausted" keeping up with its activities and lively clientele.

With the demise of the Teen Center idea the staff developed alternative concepts. One of these was a program through which project staff provided assistance to young adult librarians of participating libraries by buying new books and records for the young adult sections. Further, the artist member of the library staff would assist these libraries in enlivening the decor of their young adult sections.

Attractive book lists and film lists were compiled, designed and distributed to local young adult librarians to apprise them of young adults' preferences and inspire them to update their collections with materials of current interest to young adults. The annotated film list "YAP Films" and the "Getting It Together" book list, compiled by Miss Minudri and presented in attractive booklets designed by Karen Cullar, were brought out in late 1970.

The final aspect of the project was the purchase of an old school bus and its conversion to the YAP Mobile. The bus was remodeled for use as a bookmobile by the addition of carpet, a heater, paperback racks, shelves, and a generator, and was painted chartreuse and orange. All work, including painting, was done by the staff. Materials for loan included 1,500 copies of about 500 book titles, 95 percent of which were paperback; 150 record albums; and 35 tape cassettes. Book titles were divided into six categories: poetry and plays, novels, short stories, heritage books, science fiction, and "now" books. Most in demand, according to staff, were books on psychic phenomena, drugs, astrology, science fiction, black history and culture, and ecology. The recorded music collection included soul, folk, jazz and blues. During the summer, movie nights were added to the program using YAP films. A weekly schedule of between eight and 12 stops was worked out, and three members of the staff--a librarian, a library assistant, and a part-time page--took responsibility for conducting regular visits to continuation schools, parks, and other places where an appropriate audience might be found. The YAP Mobile day ran from 11:00 A.M. to 5:00 P.M., or from 9:00 A.M. to 6:00 P.M., Monday through Friday.

Checkout on the YAP Mobile was on the honor system with no records kept. Books were stamped with a date due, usually two weeks from checkout date, but no fines were charged. The return rate ranged from 40 percent to 85 percent, and was alleged by the YAP Mobile staff to increase with the number of times the YAP Mobile visited a particular site. The atmosphere was informal and relaxed, with conversation and taped music always going on.

Relation to Library

The idea for a consortium of libraries came informally from a federal government representative who, having rejected independent applications from each library system, encouraged the joint YAP venture. It is perhaps not surprising that the resulting joint effort lacked excitement and the vital involvement of personnel from the sponsoring systems. At least one of the representatives of this consortium seemed a little doubtful about the variety of the efforts of the project and about the quality of services provided.

Members of the project staff, however, reported much interest among young adult librarians in the books and book lists provided, and in the "brightening" efforts of the staff artist. Program staff agreed that there was good cooperation when the libraries themselves did not have to make any financial contribution, but that they were not willing to invest time in the projects themselves.

Relation to Community

The fact that each of the Teen Centers encountered trouble as a result of community pressures is an indicator of citizen reaction to the project. The first center closed directly as a result of external pressure. Other parts of the project also encountered trouble, mostly arising from paperback titles carried in the stock of unattended paperback racks, Young Adult Departments, and Teen Centers. Citizen groups in some communities pressed for the removal of, for example, Erich Fromm's The Art of Loving, apparently because they thought it was an obscene book.

Unmanned paperback racks met with good response from community agencies. A few organizations requested racks and books from the library. Mr. John Wardle, head of the Special Supervisory Unit for juvenile delinquents, requested a paperback rack for his waiting room, and found the books provided--especially those on "racial and ethnic things"--effective in reaching the young adults he counsels.

Program Costs

Average real total program costs during each of the three years of the project was $111,168 (Figure 1). The program was funded by LSCA.

Staff and collection requirements accounted for 73 and 15 percent respectively of total program costs.

The supporting library systems had total expenditures of $3,549,200 during fiscal year 1970. Thus, total program costs represented 3.0 percent of total system expenditures.

A high estimate of total program costs would be $139,900, which is 25 percent higher than the best estimate. If it were assumed that all of the space volunteered for program operations were used on a full-time basis, the high cost estimate would be raised to nearly $165,000.*

II. Program Effectiveness

Summary of Program Effectiveness

The San Jose Federal Young Adult Library Services Project (YAP Mobile) had marginal success in attracting Anglo and Mexican-American students who had not previously been regular library users. A majority of the participants reported that the program had improved their reading affect and comprehension, and their book reading behavior (Figure 2). Half liked the library more and said they knew better how to use it. However, this improvement was concentrated among previously active library users. There was negligible effect upon those who had not used the library often before the program.

The impact of the program on the library was minimal, although there was some attitude change on the part of non-program library staff. The failure of the communities involved to continue program funding indicates little positive community impact. Some community agencies, however, found the program's unattended paperback racks useful, and a few even rerequested this service.

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* We do not include rental equivalents herein because space use fluctuated radically during the project, and the project staff were unable to give estimates of shifts in usage levels over time.

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional & Nonprofessional	$81,330			$81,330 (73%)
II. Collection	16,466			16,466 (15%)
III. Program Services & Supplies *				
Bookmobile Operation	2,450			2,450
Miscellaneous	9,132			9,132
				11,582 (10%)
IV. All Other				
Capital Expenditures **	1,790			1,790 (2%)
TOTAL	$111,168 (100%)			$111,168

* Rental Equivalent not included.
** Amortized over a ten-year period.

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: None Impact: Like to read (65%) Like library (50%)	Goal: To attract non-users to the public library Impact: Read books (63%) Finish books you start (66%)	Goal: None Impact: Understand what you read (56%)
Non-Print	Goal: None Impact: Want to learn new things (61%)	Goal: None Impact: None	Goal: None Impact: Know where to get the information you need (50%) Know how to use library (55%)

Penetration

The Young Adult/Adult Communications Survey was filled out by 47 participants.* The respondents were given the survey at four stops of the YAP Mobile--two regular high schools and two continuation high schools.

Most of the participants in the program conformed to the program's putative target group, i.e., those who are disadvantaged, are minority group members, or have not previously been active library users. Forty-six percent of the respondents were Mexican-Americans and another 10 percent were black. Over three fifths (62 percent) had not previously been to the library as much as once a month. However, the sample did not represent an economically disadvantaged group. Over half (56 percent) of those who indicated their family incomes maintained that these incomes were over $10,000 a year.

The YAP Mobile seems to have had varied attraction to different participants. Some went for the academic use of the books. One user said he "needs books for research papers." However, others seemed to go for lack of other diversion. One said he liked "getting out of class." Another said it "sounded like something to do besides being in class."

Participant Impact

Figure 3 summarizes the responses of the 47 participants in the sample with regard to their assessment of program impact. The reading patterns of a small majority of the respondents seem to have been affected by their utilization of the YAP Mobile. Sixty-five percent said they liked to read more, and a similar proportion (63 percent) reported reading more books. However, this increase in reading did not extend to magazines (33 percent) or newspapers (30 percent). A majority said that they understood better what they read (56 percent) and were more likely to finish books once started (66 percent).

The increase in reading comprehension was more concentrated among the Mexican-American participants (72 percent) than among the other respondents (38 percent). This may have been a reflection of the greater "room for improvement" among those who have difficulty with the English language.

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* After looking through the questionnaire some refused to fill it out. It seemed to the site observer that this was due to the difficulty of the instrument and possible embarrassment at being unable to understand how to fill it out.

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Positive Impact
General	Young Adult/ Adult (N=47)
Affect:	
Like to read	65%
Feel better about yourself as a person	38
Like the library	50
Behavior:	
Read books	63
Read magazines	33
Watch the educational TV channel	17
Finish the books you start	66
Skills and Knowledge:	
Know where to get the information you need	50
Do well in school	47
Know how to use the library	55
Understand what you read	56
Program Specific	
Affect:	
Want to learn about new things	61
Behavior:	
Help others with schoolwork	20
Go to libraries	43
Use card catalog	17 (N=29)
Read newspapers	30

Although most respondents (61 percent) said they wanted to learn about new things, this did not seem to stimulate a majority to participate in other intellectual endeavors. Less than half (45 percent) maintained that they participated in more group discussions, and only 17 percent reported watching more educational television.

There does not seem to have been much positive impact on the school work of most YAP Mobile users. While almost half (47 percent) said they did better in school, only a fifth (20 percent) helped others with school work.

To some extent the program affected its participants' orientation toward the library. Half said they like the library more, and somewhat fewer actually went more frequently to the library. While 55 percent maintained that they knew more about how to use the library, few (17 percent) used the card catalog more.

There was a basic difference in the way the YAP Mobile affected active and inactive prior library users. Figure 4 shows that those who had gone to the library least benefited most in terms of change in reading behavior and comprehension. However, this group changed their opinion about the library less than any other. In other words, previously inactive library users did not really become more accepting of the library. Among those who used to go to the library less than once a month, two thirds reported in the survey that they continued to go less frequently than once a month.

Library Impact

Relations with local libraries were, according to the project coordinator, never strong nor particularly good. Non-program librarians seemed to fear the project, and often opposed its goals and means. However, a few librarians changed their view after observing the project, and some appreciated the contribution of the project to the young adult sections of libraries. In general, local librarians seemed willing to passively accept YAP help and materials but did not make positive contributions of money, staff time, or materials to YAP efforts.

Community Impact

The communities involved in project activities showed little interest in locally supporting the project at the termination of its LSCA grant. Public business and library opposition to the Teen Centers forced their closure and reflected unfavorably on other aspects of the project.

Directors of related community programs, however, were satisfied with the unmanned paperback racks and the YAP Mobile service. One youth counselor remarked that "books serve as a bridge to get into some

FIGURE 4

PROGRAM IMPACT BY PRIOR LIBRARY USE

	Percentage Reporting Program Impact		
Change Measure	Less than Once a Month (N=25)	Once a Month (N=11)	More than Once a Month (N=6)
Reading:			
Read books	68%	55%	50%
Understand what you read	60	50	50
Library:			
Like the library	20	46	50

meaningful dialogue" with his clients and cited the "ethnic and ego enhancement" imparted to juvenile delinquents through voluntary use of the materials made available by YAP.

Factors Related to Effectiveness

The effect of the program on participants was generally minimal, although some aspects of programming were alleged to be more successful than others. Various reasons for program ineffectiveness were offered by project staff.

The coordinator of the project expressed her regret that the project had not been more carefully planned. Initial efforts failed primarily, according to the coordinator, because insufficient attention had been paid to the planning and organization of first efforts. As an example, the coordinator and other members of her staff concluded that the Teen Center idea failed through lack of adequate preliminary preparation of the communities involved. More adequate preparation might have included better site selection and initial contact with local business and citizens' groups to explain the nature of the facilities planned, and to obtain local approval.

Staff members also felt, however, that the initial Teen Center approach was generally ineffective, and that some program to draw nonusers directly into the young adult departments of local libraries would have been more appropriate to young adults' and library needs. Other aspects of the project--the YAP Mobile, the renovation of young adult departments and the unattended book racks--had better, if not unmixed, success.

The staff of the project had been characterized from the beginning by personal competence. Staff talent, innovativeness, their excellent backgrounds and dedication did not, however, offset the lack of a well-planned blueprint for project scope and activities.

Failure of coordination and planning contributed to the project's unsuccessful issue. Community opposition, whether a cause or consequence of the project's diffuseness, succeeded in denying it further opportunity to develop. It seemed to site visitors that each component of the project had emerged haphazardly and without preparation. Experimentation seemed to have escaped from the discipline of organization at every phase of the project.

CASE STUDY NO. 17

Young Adult Discussion Group
Enterprise Library
Compton, California

I. Program Description

Introductory Summary

The Young Adult Discussion Group of the Enterprise Library in Compton, California, serves as a forum for young adults to read their own literary efforts, present book reports, listen to music, see films, and discuss topics of interest to them. Among the subjects the group has discussed are civil rights, drugs, and black history. Meetings are held weekly and appear to be well attended. There is little other recreational activity available to young adults in Compton; according to a library spokesman, the city has only one drive-in theatre and no indoor theatres, and there is a lack of both public and private transportation.

Compton, a suburb of Los Angeles, is approximately 70 percent black, but its population of 77,000 also has a sizeable component of Spanish-surnamed Americans.

The estimated annual cost of the program, $2,580, is covered by the Enterprise Library, which is funded by the Los Angeles County Public Library System.

Goals

The purpose of the program is to provide a place for the young adults of the community "to meet to discuss their problems, tangle with their grievances, or direct their energies into constructive channels."* The program director believes that such a program can help the young people become responsible citizens and good leaders. The program, in other words, is designed to take young people off the streets, encourage and support them in staying out of trouble, and develop their abilities so that they may better command their own futures.

Target Group

The program is intended for young adults in the town of Compton. It is geared specifically to the interests and problems of black and Spanish-surnamed American young adults.

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* Los Angeles County Public Library System project description by Mrs. Louise Moses, Spring 1971.

Origin

The program began in July 1968, when Mrs. Louise Moses was appointed head librarian at Enterprise. She had requested appointment to a library area similar to Enterprise but was instead assigned to Enterprise. Here she began organizing library programs, developing a collection of materials for minority groups, and generally transforming a "white" library into a library for a minority community.

Implementation

Activities

The Discussion Group meetings take place once a week in the one-room library after it has closed for the day. The regular participants are junior high and high school students, but sometimes college students who are past participants drop in for the program, and several librarians from the county and city systems also attend occasionally. Program attendance is said to average about 30 people. Participants are, for the most part, black, although some Spanish-surnamed Americans and whites also participate. Meetings are usually an hour and a half in length.

The meeting observed on May 26, 1971, was very lively. Approximately 20 regular and 10 previous program members, and others from the community (chiefly librarians) were present.* Rock music was played before the meeting began. The first program events were the reading by to two girls of poems they had written, and another member's book report on The Autobiography of Malcolm X. Following these, discussion began.

Staff members from a nearby community center presented information on drugs and drug usage, and led a discussion on the topic. The young adults present participated actively, and brought the discussion into the framework of black culture and society. With the serving of refreshments the formal meeting ended; however, participants were still excited by the topic and most of them stayed to talk further with the people from the community center.

In addition to the program activities mentioned above, the young adult group has been involved in assisting the librarian with other library-related activities and in sponsoring programs to attract people of all ages (the dearth of entertainment in the community ensures good attendance). Individual members of the group have volunteered to teach children simple Spanish; others have helped children read as part of the library's summer reading program; still others have instigated the ordering of materials for the library. Among the programs sponsored by the Discussion Group are:

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* Meetings earlier in the year frequently attracted a larger attendance because of fewer competing events, such as graduation and baccalaureate ceremonies.

- Negro History Week programs in 1969 and 1971 (these events attracted an attendance of several hundred each);
- "Echoes of Africa," a program of folk literature and music based on African culture; and
- "The Black and Brown Review," which presented black and Mexican-American musicians and dancers.

The members of the Young Adult Discussion Group have organized under the name "The Black Unity Association." They have appeared on panels, such as the local Young Adult Book Evaluation Meeting in April 1971. At that meeting they caused a stir by making a number of points which were subsequently discussed by professional librarians from other areas who were present. As one consequence of this meeting, the young adults have made tours of library facilities throughout Southern California and are making recommendations to the regional librarian for modification of young adult services.

Staff

Mrs. Louise Moses, program director and head librarian, is a black woman with a master's degree in library science and a distinguished record of public service. She has been selected as "Outstanding County Employee of the Year" and "Outstanding Librarian of the Year." She and her three aides comprise the total library staff.

Mrs. Moses and her aides prepare and attend the program on their own time. The program director is most directly involved, but the other staff volunteer to prepare refreshments, and perform clerical and other duties helpful to the smooth functioning of the program.

Facilities

The program is impeded in some ways by the limited space available. As mentioned in Activities, above, the library itself consists of just one room, and the Discussion Group meets in the only space free from bookshelves, an area approximately 20 feet square. This severely limits the number of participants who can be accommodated and the types of activities which can be offered. For example, it is very difficult to show films and impossible to conduct crafts activities or hold concerts.

Publicity

The principal medium for publicizing program events is posters. These are made and distributed by the library staff and program participants. Word-of-mouth notification is also used.

Relation to Library

The entire library staff usually voluntarily attend the program events. They appear to be proud of the program and of "their" young adults. The Discussion Group is less an event sponsored by the library than an integral part of the library's operations.

Relation to Community

Mrs. Moses keeps in touch with community secondary schools and youth centers. They keep her apprised of their special activities and spread word of the Discussion Group's program.

Program Costs

Estimated real total program costs during fiscal year 1970 were $2,580 (Figure 1). The program does not have an independent operating budget and is entirely supported by volunteered services and existing Enterprise Library resources.

Enterprise Library supporting services represent 27 percent of total program costs. They consist of provision of a meeting room of approximately 1,600 square feet for three hours each week. All other program services are provided on a non-compensated basis.

Staff time represents the dominant element of non-compensated services. The librarian and three nonprofessional part-time assistants each contribute approximately three hours of their personal time to the successful conduct of each weekly meeting. Refreshments are furnished by the participants at an average cost of about $3.00 per session.

Overall, staff requirements represent 67 percent of total program costs and floor space requirements account for an additional 27 percent.

The supporting library, Enterprise Library, had a total expenditure of $55,397 during fiscal year 1970, and its parent system, the Los Angeles County Public Library, had expenditures of $10,931,226. Library/library system supporting services represent 1.2 percent of the supporting library's total expenditures and total program costs represent 4.7 percent. Total program costs are miniscule in relation to the supporting library system's total expenditures.

FIGURE 1

PROGRAM COSTS

Cost Type Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional			$ 580	$ 580
Nonprofessional			1,160	1,160
				1,740 (67%)
II. Program Services & Supplies				
Rental Equivalent		$685		685 (27%)
III. All Other				
Refreshments			155	155 (6%)
TOTAL		$685 (27%)	$1,895 (73%)	$2,580

A high estimate of annual total program costs would be based on the following assumptions:

- Staff requirements are 25 percent higher than originally estimated;
- Due to infrequent use of the meeting room, the square foot-hour price used in estimating the rental equivalent is increased by 50 percent to reflect the premium placed on relatively short-term use; and
- Estimated cost of refreshments is doubled.

The high estimate would be $3,510, which is 36 percent higher than the best estimate.

II. Program Effectiveness

Summary of Program Effectiveness

Participants in the program are predominantly black, while the remainder are Spanish-speaking. The majority of the whole group are disadvantaged.

The program attracts the more intellectually motivated young adults in its community. Participants are active readers who have used the library at least once a month before going to the program. Almost three quarters, in fact, used it once a week or more.

The program's greatest positive impact is intellectual stimulation and improved self-concept (Figure 2). Three quarters of the participants say they want to learn new things, are interested in their community and are more interested in the news. Some reading behavior effects were noted. A majority of the participants say they like to read more, read more books and understand what they read better because of program participation. Library use was positively affected even though the baseline rate among participants was already high.

Those participants with histories of much previous library activity seem to have benefited more from program events than those who lacked library experience.

Penetration

There are roughly 20 regular participants in the Young Adult Discussion Group, according to the staff. At the meeting visited by B/R staff, there were between 25 and 30 people. This number included current participants, library staff, a few program graduates and other

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: None Impact: Like to read (62%) Like library (50%)	Goal: None Impact: Read books (62%) Go to libraries (69%)	Goal: None Impact: Understand what you read (62%)
Non-Print	Goal: None Impact: Want to learn new things (83%) Feel good about yourself as a person (75%) Interested in news (73%) Gotten what you wanted from program (77%)	Goal: Provide place for young adults to meet and discuss Impact: None	Goal: Develop abilities Impact: Know where to get the information you need (62%) Know what's going on in your community (62%) Know how to use library (54%)

interested community people. Approximately 16 participants were given the Young Adult/Adult Communications Survey to fill out and return. About the same number were sent to program graduates. Eleven participants and three program graduates filled out and returned the survey.

Among the respondent sample, there are 10 young men and four women. There are 10 blacks and four respondents who say that Spanish, as well as English, is spoken in their homes. There are varying income levels among the 10 respondents who estimated their family incomes. Most (60 percent) say their families live on less than $5,000 per year. Two, however, have incomes over $10,000.

It is apparent that the Young Adult Discussion Group draws a highly active reading group. None of the sample has previously gone to the library less than once a month. Ten (71 percent) were at the library once a week or more before they attended the program. The attraction of the program among the more intellectually oriented is revealed in the responses of the participants when asked why they come. One said he came because the program was "looking for young people who had the same intellectual background and interests." Another said it was "because I was interested in a constructive outlet for expressing myself and unifying the community in a wholesome way."

Participant Impact

Figure 3 presents a summary of the responses of the participants to questions concerning the impact of the program. For the most part, the participants have expressed their pleasure with the program. Seventy-seven percent say they have gotten what they want from it. Half maintain that they like the library more because of it. Of the four who report some dissatisfaction with the program, two said they were unhappy because the community does not pay more attention to the Young Adult Discussion Group. However, the common response to the program is summarized by the respondent who said he liked it because of "the topics and discussions brought up in the meetings, and the ready response of the members to express their feelings."

To some extent, participation in the program has affected the reading patterns of its members. The same number of respondents (62 percent) like to read more, read more books, and understand what they read better because of their participation. Somewhat fewer (43 percent) say they read magazines more.

The most important impact of the program, however, is felt in the intellectual stimulation and self-conception of the group membership. Three quarters say they feel better about themselves now. Large majorities report that they want to learn new things (83 percent) and are more interested in the news (73 percent). Somewhat fewer know more about what is going on in their community (62 percent) and participate in more group discussions (43 percent).

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact
General	Young Adult/ Adult (N=14)
Affect:	
Like to read	62%
Feel good about yourself as a person	75
Like the library	50
Behavior:	
Read books	62
Read magazines	43
Watch the educational TV channel	29
Finish books you start	14
Skills and Knowledge:	
Know where to get information you need	62
Do well in school	42
Know how to use the library	54
Understand what you read	62
Program Specific	
Affect:	
Want to learn new things	83
Be interested in the news	73
Gotten what you wanted from the program	77
Behavior:	
Participate in group discussions	43
Go to libraries	69
Go to bookstores	42
Skills and Knowledge:	
Know what's going on in your community	62
Use card catalog	46

To a lesser extent, the Discussion Group has stimulated more active and skilled use of the library. Sixty-nine percent say they go to the library more. Small majorities know better where to get the information they need (62 percent) and know better how to use the library (54 percent). Somewhat fewer (46 percent) have used the card catalogue more.

It was pointed out above that the Young Adult Discussion Group serves a participant group with an extremely active prior pattern of library use. Further analysis reveals that, even within this group, those who were previously more active benefit more from the program. Figure 4 illustrates this point. In both reading behavior and comprehension, and in group discussion activity, those participants who previously went to the library once a week or more exhibit more program impact.

Library Impact

The Young Adult Discussion Group has stimulated some augmentation of the young adult collection with materials on black and Mexican-American culture and has helped cement together the good working relationship among the staff. No procedural changes have been made.

Community Impact

The community generally supports the program and has been affected by it; for through it, individual young adults are inspired to hobbies and activities far removed from the public mischief they might be tempted to create in a town with few recreational opportunities. Most of the speakers at discussion meetings are volunteers from the local community. Representatives of various agencies, such as schools and youth centers, expressed their high opinion of the program and its participants.

However, at least two of the program participants perceived the program's community relations to be in need of improvement. One lamented "the lack of support by the better part of the community," while another cited "the apathy of the community."

Factors Related to Effectiveness

Several factors seem important for the effectiveness of the Young Adult Discussion Group. First, the personal concern and genuine interest of the library staff in the participants have fostered an atmosphere conducive to open inquiry and unembarrassed presentation of personal opinions and creative efforts.

Second, the dedication, leadership, and great ability of Mrs. Moses in handling young people has created a program that functions so smoothly that the observer is unaware of the magnitude of the work put into it.

FIGURE 4

PROGRAM IMPACT BY PRIOR LIBRARY USE

	Prior Library Use	
Change Measure	Once a Month or Less (N=4)	Once a Week or More (N=10)
Read more books	25%	78%
Understand better what you read	33	70
Read new kinds of things	0	80
Participate in more group discussions	0	70

Finally, the quality and relevance of the speakers capture and hold the interest of participants who stay long after a formal meeting's end to "rap" with the speaker.

As mentioned earlier, however, the limitations of the physical setup restrict the number of people who can be reached and the types of events that can take place. In addition, community relations and publicity efforts could be improved to generate more interest and support.

CASE STUDY NO. 18

Folk Music Program
Oxon Hill Branch Library
Oxon Hill, Maryland

I. Program Description

Introductory Summary

The Oxon Hill Branch Library of the Prince George's County Library System offers a monthly Folk Music Program. From four to six groups of individuals, all young adults from the Oxon Hill area, sing and play folk or folk-rock music for a young adult audience of 50 to 150, which includes both performers and non-performers. Program activities are intended to promote use of the library's folk music collection of books, records and magazines.

Oxon Hill is a rapidly growing suburban community of about 100,000 inhabitants, located 45 minutes from downtown Washington, D.C. Most of the residents work in nearby military installations or in government jobs, and there is much moving in and out of the area. The Oxon Hill Branch Library is one of the few gathering places in the community.

Annual program costs total $715, including staff time, room rental equivalent, and miscellaneous supplies and equipment.

Goals

The Folk Music Program offers young musicians in the area a place to perform. It was originally conceived as a vehicle for developing a means of communication among young adults beyond books, and secondarily for promoting use of the library's special folk music collection of magazines, records and books. As the program developed, the participants seemed eager to use the program like a coffeehouse, where in an informal atmosphere they could meet people as well as listen to live music and perform. Encouragement of the social contact function has become another objective.

Target Group

The program is aimed at young adults, primarily those of high school age. The Oxon Hill population is predominantly white, but there is a residential area of about 200 black families located near the library. The program makes no special efforts to attract a particular income level or racial segment of the population.

Origin

The Folk Music Program originated shortly after the Oxon Hill Branch opened in 1967, and has been run since by the same two staff members who began it. It was funded entirely by the regular library budget. The staff contacted local high schools and folk music clubs, put up posters in schools and stores, and sent out fliers, with the result that 25 to 30 young people attended the first program. Some came to listen and others to perform.

The folk music program has become more informal over the years. The increased informality has occurred, in large part, in response to requests of participants. For example, at first 150 chairs were set up for each program, until the staff realized the participants would rather sit on the floor. Participants now drift in and out of the meeting room and talk quietly in small clusters as the performance continues. This behavior was not expected by the staff, but as the social contact function seemed to be important to participants, it was encouraged by keeping the door open and permitting smoking. Coffee was served at one session, upon suggestion of a participant, but response was too low to serve it again.

The focus of the program has turned much more from providing participants with outside entertainment to encouraging them to perform themselves. Records of folk music began the first few sessions until the participants and staff got a feel for how they wanted the program conducted. Several times in the first year, the staff booked performers from elsewhere in the county. The use of outside performers was discontinued, however; in the view of the staff, the Oxon Hill young people needed a place to perform and this had to have first priority.

Implementation

Activities

After introductory remarks by Miss Keehan, a young adult librarian, the participants run the whole evening themselves. They do not use a set schedule of performance, but rather an ad hoc system, with some group or individual going to the microphone when the previous performer is finished.

While the structure of the program is very loose, much contact is maintained between staff and participants. Miss Keehan talks with participants coming through the library during the month, finds out about people who play, invites them to perform, and calls various people before each program to see who is coming and who is thinking of playing. The purpose of her contacts seems to be to encourage participation, rather than to get a formal commitment to participate.

Materials

The Folk Music Program is backed up by a special young adult collection of materials on such topics as folk and rock artists, guitar instruction, and the history of jazz. There are about 50 titles, mostly paperbacks, with multiple copies bringing the number of books to over 100. Jazz and rock magazines can all be checked out except for current issues. The circulating collection of some 100 records is constantly in use.

The young adult department as a whole provides young adults with easy access to materials they want. As many as a dozen copies have been bought of books especially popular with young people. Special sections of the young adult shelves have been set up for topics of current interest such as drugs, science fiction, school yearbooks, and career and college information. Some materials which the library's main reference department considers too valuable to circulate have also been purchased by the young adult department and can be checked out.

Staff

The program has been run since inception by two staff members: Miss Sue Uebelacker, the head young adult librarian; and Miss Ann Keehan, a young adult librarian. Both of these young women hold master's degrees in library science and have a keen interest in library programming for young adults.

Miss Uebelacker, originator of the program, feels that a library should offer more than just books. Miss Keehan is a dedicated folk music lover and is herself a guitarist.

Publicity

Methods of publicity have changed little since the program began. Fliers are sent to about 200 names on a mailing list, and some 30 posters are put up in stores, school libraries, the recreation center, and bowling alleys. School librarians and folk music clubs are notified in advance of performances and are given notices to post. Some participants help with the publicity by making sure the programs are announced over their school public address system.

Occasionally, radio stations and newspapers advertise the programs. This coverage is handled not by program staff but by the library system's central information office, which is also responsible for printing any publicity materials. The branch library has no duplicating equipment of its own. Miss Keehan designs the fliers and posters, and takes photos of the meetings to display in the library.

Relation to the Library

The Oxon Hill Library offers numerous programs in addition to the Folk Music Program. The library director encourages creative programs: A "rent-a-hippie" event a few years ago, for example, drew a crowd of several hundred. Among the young adult programs have been drug discussions, photography workshops, films, and a junior high book discussion group known as the "Gadflies." Except for the latter, these generally run in a short series or at irregular intervals. The Folk Music series has been the longest-running program at the library.

Since there are only three young adult department staff members to plan and run all these programs as well as to take charge of the young adult department, assistance from other library staff has been necessary at times. These other staff members have cooperated, for example, by covering the young adult desk when a program took the regular staff away. A number of staff members listen to the program during work breaks.

The Oxon Hill Branch is one of the largest and newest of the 17 libraries in the Prince George's County Memorial Library System, and is looked to as a leader in programming because of the variety and quality of its programs. The Folk Music Program has earned a system-wide reputation. When the library system's 25th Anniversary celebration was being planned, the Oxon Hill Branch was asked to supply musicians. Now, through joint folk sessions with a very small neighboring library which lacks a young adult librarian, the program is spreading beyond its own doors.

Aside from printing publicity materials for the program, the library system does not participate in program operation. This is true for most of the branch library's programs.

Relation to Community

Cooperation with schools and the recreation center has been important, especially in view of the fact that neither of the staff members lives in the immediate community, and neither was very familiar with the library clientele when they started planning the Folk Music Program. A primary function of contact with the high schools was, at first, to find interested young adults, and later, to keep them informed of the programs. Cooperation was described by two high school librarians as "good"; the program staff supplies publicity materials regularly which the schools post and announce. The recreation center nearby also posts announcements, and further cooperates by conferring with the library on scheduling so as not to compete for the same audience at the same time.

The program seems to arouse no particular animosity or complaints from the public. One person did question the advisability of circumstances which conceivably could allow participants to enter other parts of the library after it had closed for the night, but before the end of the program. This problem will probably be taken care of simply by locking certain doors. Parents drop in from time to time at the program and seem to be satisfied with what takes place.

Program Costs

Estimated real total program costs during fiscal year 1970 were $715 (Figure 1). The program does not have an independent operating budget and is entirely supported by existing Oxon Hill Branch Library resources and volunteered services.

Staff requirements constitute 77 percent of total program costs. The head young adult librarian and the assistant young adult librarian commit a total of approximately four hours of paid time and four hours of personal time to each of 10 sessions. Library secretarial and janitorial staff provide approximately three and one-half hours of service in support of each session. A rental equivalent of $140 has been estimated for 20 hours' annual use of the library's meeting room, which contains 2,535 square feet of usable floor space. Miscellaneous supplies are provided by the library and occasional use is made of the library's sound equipment.

The supporting library, Oxon Hill Branch Library, had total expenditures of $403,735 during fiscal year 1970, and its parent system, the Prince George's County Memorial Library, had total expenditures of $3,343,054. Library/library system supporting services account for 0.1 percent of the library's total expenditures and a miniscule percentage of the system's.

A high estimate of annual total program costs would be based on the following assumptions:

- Twelve sessions, not ten, are held each year;
- Staff requirements per session are 25 percent higher than originally estimated;
- Due to infrequent use of the meeting room, the square foot-hour price used in estimating the rental equivalent is doubled to reflect the premium placed on short-term use; and
- Estimated cost of supplies and sound equipment is doubled.

The high estimate would be $1,210, which is 71 percent higher than the best estimate.

II. Program Effectiveness

Summary of Program Effectiveness

The program draws a large and loyal following of predominantly high school age, white young adults.

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional		$220	$220	$440
Nonprofessional		110		110
				550 (77%)
II. Program Services & Supplies				
Rental Equivalent		140		140
Supplies		15		15
Sound Equipment		10		10
				165 (23%)
TOTAL		$495 (69%)	$220 (31%)	$715

The program has had little, if any, impact on the general reading behavior of participants. Its greatest impact has been in the areas of music appreciation and participation (Figure 2). Three fifths of the participants appreciate music more because of the program; nearly half sing or play instruments more because of it. The effect seems concentrated upon music-related media and activities--record-buying, concert attendance--rather than upon behavior related to books, visual arts, or current events.

Participants report increased library utilization beyond attendance at the program's concerts. Three fifths report increased use of library facilities and two fifths report program-influenced increase in social contacts and community awareness.

In general, program participants who were previously habitual library users report program-influenced increases in book reading and group discussions, while infrequent library users are more likely to report changes in library affect and knowledge.

Penetration

The library is hard to reach without a car. Public transportation is very poor, and bicycling and walking along the busy Oxon Hill Road are unsafe. Despite the handicap of location, the program draws a good crowd. All the junior and senior high schools in Oxon Hill (11 in all) are represented at the program, in addition to five nearby colleges. The program staff reported that attendance ranges from 50 to 150 with a core group of about 20 "regulars." Though most participants are high school age, four or five long-time participants come back regularly even after graduation from high school. A few junior high students come, but generally seem to feel the program is for the older group.

Copies of the Young Adult/Adult Communications Survey (written form) were handed to all program participants as they arrived at the June 1971 meeting. This group included regular attenders and several who came for the first time that evening. They ranged in age from junior high school to college age. Forty-six surveys were filled out as performers set up equipment and people talked together. Because the program occurred at the same time as some high school graduation ceremonies, many regulars could not come that night. Program staff handed out an additional 14 surveys at a later date to program attenders not present at the June meeting. The returned surveys are combined into the analysis below.

Attendance at the Oxon Hill Folk Music Program seems to vary according to publicity, other community events scheduled the same evening, and popularity of the evening's performers. One girl said she came because "My boy friend plays guitar." Four participants mentioned that they first started coming because their friends were performing.

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: None Impact: None	Goal: Promote library folk music collection (magazines, books) Impact: Go to libraries (58%)	Goal: None Impact: None
Non-Print	Goal: None Impact: None	Goal: Increase communications, social interaction, use of library folk music collection (records) Impact: Go to concerts (52%)	Goal: None Impact: Appreciate music (60%)

In reaching potential participants, informal word-of-mouth publicity has been as important as the more formal methods. Thirty-one participants heard about the program from a friend, while 32 heard about it from a librarian or a notice posted in the library.

The program staff feel that news of the programs is reaching most but not all of the potential participants. One particular problem in Oxon Hill is that new families are continually moving into the area, necessitating publicity throughout the year. One participant commented that "It would help if more people knew about the program; I only came across it by accident." Another criticized the "lack of publicity in schools and community."

Of those participants who answered the background questions, two thirds were women. Almost all respondents were under 21 and in high school. Up to this point, almost all participants have been white, although a small enclave of black families lives near the library. This proportion is reflected in the respondent sample. The respondents were all white except for one black, one oriental, and two Spanish-surnamed American young adults. This summer (1971) the Oxon Hill Library will have started an outreach program for all ages in this area. The library system has recently begun to encourage such outreach programming in all branches.

Participant Impact

There is little doubt that the Oxon Hill Folk Music Program is very popular with its participants. Almost all (94 percent) of those sampled report that they are satisfied with what they have gotten from the program. More than four fifths (84 percent) have recommended the program to others. In yearly surveys administered by the Oxon Hill Library, the Folk Music Program was rated as the most interesting young adult program in 1969 and 1970.

Figure 3 reveals that the program has had little, if any, impact on the general reading behavior of the participants. Less than one fifth (16 percent) of the participants credit the program for an increase in book reading. Similar percentages obtain for magazine reading (21 percent) and visits to bookstores (21 percent). There is correspondingly little impact on reading comprehension (31 percent) and motivation to read more (16 percent).

Figure 3 suggests that the greatest impact of the program has been in the field of music appreciation and participation. Fully three fifths of the respondents credit the program with helping them achieve a greater appreciation of music. Nearly half (46 percent) sing or play a musical instrument more because of the program.

There is some evidence that, at least in the short run, impact in the area of the arts may be very program specific. For example, although 44 percent of the participants say that the program has brought

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact
General	Young Adult/ Adult (N=60)
Affect:	
Like to read more	16%
Like the library more	33
Feel good about yourself as a person	21
Behavior:	
Read books	16
Read magazines	21
Finish books you start	14
Visit bookstores or stores that sell books	21
Skills and Knowledge:	
Understand what you read	31
Know where to get information you need	42
Know how to use the library	38
Know what's going on in your community	38
Program Specific	
Affect:	
Want to learn new things	44
Want to take lessons or courses	13
Interested in new things on TV, movies or records	24
Behavior:	
Buy records	18
Sing or play a musical instrument	46
Listen to the radio	35
Read reviews of movies, books, plays	28
Participate in group discussions	33
Go to libraries	58
Go to concerts	52
Use library in different way	22
Skills and Knowledge:	
Know where to get information you need	42
Appreciate music	60
Know what's going on in your community	38

about a desire to learn about new things, only 13 percent give credit to the program for a new desire to take lessons or courses. Similarly, only one fifth (18 percent) say they are buying more records, and less than one third (28 percent) claim they are reading more reviews of movies, plays, or books. While one half (52 percent) say they are going to concerts more, only one third (35 percent) report that the program has led to more radio listening, and only one quarter (24 percent) say they are interested in new things in television, movies, or records.

The Folk Music Program seems to generate a certain degree of increased library utilization beyond the actual entertainment sessions. Almost three fifths of the respondents report a greater use of library facilities and almost two fifths credit the program with increasing their knowledge of how to use the library.

Most probably, the special young adult collection of materials on music topics has served as a training device in library methods for several of the participants who previously had little library experience. Figure 4 shows that, in fact, those who were infrequent library users before the program have gained the most new knowledge about how to use the library. As one youngster said, "I know a lot more . . . about where things are and what to use them for." This group also tended to report favorable changes in feeling about the library. Regular library attenders, on the other hand, were more likely to report that the program led them to participate more in group discussions and to read more books. Thus, regular library users experienced the social and reading behavioral effects of the program, and new library users changed their image of the library.

A third type of impact achieved by the program stems from the social contact aspect of the music sessions. The program is described by participants as a "community activity" and a "chance to talk to friends." These views are reflected in the responses of about two fifths of the participants. For example, 38 percent say that the Folk Music Program has helped them know more about what is going on in their community. One third report they participate in more group discussions because of their program experience.

Besides the statistical data, there is qualitative evidence of effectiveness. Primary among these is the program's high attendance despite the relative inaccessibility of the library. Car pool groups are formed among the participants to help provide transportation. Many participants come back even after they graduate. Also significant is the fact that the most often mentioned criticism--that the program is too short--in fact implies a compliment to the program. It is also evident from our observations that the young people spend quite a bit of time preparing the songs they will play.

Open-ended comments indicate a great deal of social interaction among the participants. Responses like "It's a chance to talk to friends and listen to music," as well as those responses indicating participants

FIGURE 4

LIBRARY USE BEFORE FIRST ATTENDING PROGRAM
BY POSITIVE PROGRAM IMPACT

Area of Positive Program Impact	Prior Library Use 2-3 Times Yearly or Less (N=19)	Once a Month or More (N=25)
Library knowledge	53%	36%
Read books	10	24
Participate in group discussions	26	44
Use library	56	60
Like to read	33	32
Feelings about self	33	32
Understand what read	42	28
Like library	67	50

came "with friends" or "because of friends" are abundant. Groups and individuals who have equipment share it with those who do not. The librarian indicates that several groups have gotten started through their meeting and subsequent interaction at the library.

Library Impact

The Folk Music Program has helped build interest in and utilization of the young adult department's special folk music collection. It is representative of the Oxon Hill Branch Library's general effort to serve young adults. Non-program staff members cooperate with the program staff, help out with necessary work, and attend program events.

Community Impact

Cooperation with high school and recreation center administrators has been good. While newspaper coverage could be better, notices are carried regularly. The program has drawn few complaints from the local public.

Factors Related to Effectiveness

Several qualities of the program itself lead to effectiveness. First, as one participant said, "They do a very good job of organizing it." The program shows clear signs of the staff's belief that close attention to details in planning is extremely important. This program requires special equipment such as speakers and microphones which are useless if items like extension cords or adaptor plugs are forgotten. Omitting to sign up for the room could be disastrous. Thus, for all the appearance of informality and loose structure, the program does involve detailed planning.

Secondly, the library has been able to provide much of the necessary sound equipment. This was more important in the early days of the program, when few participants owned equipment. Now, most groups have their own, or are willing to share with groups that do not.

A third quality, cited by program staff as important, is less tangible. The program has built up a momentum by running regularly for almost four years. People know about it now and can plan ahead to prepare for performing. The development over the years of a core group of steady participants has assured that there will be people at each event who know how the program is supposed to go, and that there will be some continuity even at the start of a new school year. This core group is probably also instrumental in spreading word of the program and getting new people to come. Thirty-eight participants said they had recommended the program to someone else, and 36 had gotten someone to come.

Another strength of the program is publicity. Though not as complete as the staff may want it to be, it nevertheless does succeed in informing members of coming events and attracting new participants. More than half of the participants had heard about the program through posted notices or newspapers.

Miss Keehan, who is primarily responsible for the publicity, feels that better channels must be found. Public address announcements in schools may be effective for many students, but some potential participants probably tune out as soon as they hear the public address system start up. Also, poster in schools are usually displayed in the libraries, which some students avoid. Participant help may be solicited in the future to find better poster locations.

More radio coverage on the rock stations would reach these other young adults, Miss Keehan feels. So far, cooperation from radio and press has not been outstanding. Sometimes the releases sent out by the library system's central information office have been ignored. The information office, on the other hand, does not follow up on coverage as much as seems to be required. Permission to bypass this office is looked on as one solution.

The personal contact between staff and participants is of great significance. Both staff members know the regular participants by name, what school they go to, and what their music group is doing. Miss Keehan particularly, because of her own deep interest in folk music, "raps" with participants about music when they come through the library. Often it is her encouragement that persuades a hesitant musician to perform, and she is always on the lookout for people to whom the program might be of interest. This informal contact between staff and participants is particularly important because of the loose structure of the program--no signing up to perform, no schedule.

Much credit must go to the two staff members for the effectiveness of the program. The program has a sense of belonging to the young adults rather than being an adult's idea imposed upon them. This characteristic comes partly from giving a great deal of responsibility to the young people, both by having them perform and by having them run most of the evening's show themselves. For some, performing is not easy, though it may be fun. One participant described his only dislike of the program as getting nervous when performing.

During the program, the staff take an inconspicuous role: Miss Keehan makes introductory remarks, then turns the microphone over to whoever is brave enough to be the first to play. Thereafter, the staff merely watch to make sure the technical end is smooth--no equipment lacking, lighting adequate. They also make sure that anyone who has been asked specially to come to perform that night gets a chance. Occasionally, they tell someone in the audience to "cool it" when the level of talking threatens to spoil the performance. At the beginning of the year, one or two participants had to be told to leave because of rowdiness. This problem has diminished as participants learn what behavior is tolerated.

Aside from these functions, the staff remain clearly in the background and leave the program to the young adults.

The staff's sensitivity to participant preferences has also been extremely important. The staff were never told explicitly by a participant that sitting on the floor was preferred to a chair; they discovered this preference only because they carefully observed the participants' actions. Again, informality became the keynote of the program through the staff's observing and interpreting reactions. In response to the item about likes and dislikes, 30 percent gave answers like "informality," "spontaneity," "you can come as you like."

Continuity of staff has also been an asset to the program. The only "training" for operation of this type of program consists of trying new things, observing, and interpreting reactions.

The effect of the program on library usage and reading behavior stems partly from good coordination with the young adult department collection. The special materials on folk music probably draw to the young adult collection young persons who might otherwise never have used it.

CASE STUDY NO. 19

Young Adult Advisory Board
Riverside Public Library
Riverside, California

I. Program Description

Introductory Summary

The Young Adult Advisory Board of Riverside, California, is a group of 15 young adults organized by the Riverside Public Library staff to advise the library on the interests and preferences of the young people concerning young adult services. Members are chosen from high schools in the area and range from freshmen to seniors.

The main contract library for the Riverside County Free Library System, the Riverside Public Library is located in a primarily middle class to upper middle class city of 50,000 outside Los Angeles. The program is funded entirely by the library out of regular operating costs, for an estimated total in 1970 of $2,320. Program content is much influenced by opinions of both library staff and the community.

Goals

According to Mrs. Ellen Thompson, the program director, the main objective of the Advisory Board is "to find out how the kids are thinking." The information obtained is used to help plan events to attract young people to the library and to bring about changes in the young adult section of the library.

Target Group

The 15 members of the Board are chosen from Riverside high schools, freshman through senior classes. An attempt has been made in recent years to enlist young people who will be involved for several years and to obtain a wider representation of minority groups, of schools, and of young people who read little or are unlikely to use the library. This attempt is mainly due to the fact that in the beginning the Board was primarily composed of seniors, and when they graduated there were almost no members left. Also, the first Board was not entirely representative of the student population, since it was largely composed of the more intellectual elements of the local high schools.

Origin

In 1965, Mrs. Ellen Thompson, coordinator of Young Adult Services and Programming for the Riverside Library, felt that there was a lack of knowledge among the staff members about the interests of young people and that it would best be corrected by contact with a formally constituted group of young people. She gained approval for her idea from the library administration, and in early 1966 the Young Adult Advisory Board was established.

Mrs. Thompson, assigned half-time to Young Adult Services, located potential participants by contacting a total of five high schools.* In each school she approached school counselors and English teachers for names of juniors and seniors who might be interested in participating.

Implementation

Activities

Meeting once a month from 7:30 to 8:30 or 9:30 P.M., the Advisory Board performs several functions. First, it has played a significant role in planning many young adult events. Board members give ideas for events, which the library program staff then decide upon. Alternatively, the program staff suggest topics and get Board members' reactions. At the meeting observed, the latter method seemed to be used more frequently. For some events, such as folk singing, the Board members participate further by persuading their friends to perform.

The Riverside young adult program on which the Board gives suggestions, conducts approximately 12 public events each year. These events are designed to appeal to a wide audience of young people on as many different topics as possible. Both one-shot events and series of events are given. Among the latter has been a series of classes on film-making. According to Mrs. Thompson, the attendance at these events is good, ranging from around 50 at informational events to as many as 900 for a folk-rock concert. Some of the various events and the attendance they attracted are listed below:

"Skiing"	62 young adults
"Poetry in Modern Music"	42 young adults
"Songs of Social Change" (folk songs)	125 people of all ages
"Auto Rallying"	55 young adult and adult males
"Tolkien Lectures"	48 people of all ages
"Witchcraft and Astrology"	250-300 people of unspecified age

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* In later years, the number increased to eight high schools contacted for participants.

"How to Sound Intelligent About Football"	31 young adult females
"Light Show" (a rock band)	200 young adults

These events attract a different group of people each time.

A second area of activity in which the Board engages is that of suggesting and implementing changes in the young adult section of the library.

About a year ago, the Board felt that the expensive new furniture was not conducive to a relaxed atmosphere and that the section was too exposed to the rest of the library. The board members asked the librarians associated with the program to approach the library with suggestions for change. After the library administration gave approval, money was raised by private groups* to purchase pillows for the floor as a replacement for the furniture, and perhaps to buy some old furniture.

On the weekend following the site visit, the members of the Board were scheduled to get together to move books around to increase the privacy of the young adult section, and plans were being made to shop for pillows. There was also talk of getting posters for the new area. These will have to be mounted and matted, as the library will not allow posters to be tacked or taped up.

At times, members of the Board have also made suggestions on books or records for the young adult section of the Riverside Public Library.

The staff of the library's young adult program have recently introduced non-Board activities for Advisory Board members. At the time of the site visit, for example, the members had just completed a field trip to a private collection of science fiction material--a success in the opinions of the Board members.

Staff

Mrs. Thompson has stepped back to a general supervisory role. The direct leadership of the Board has been given to Mrs. Barbara Parker, a former English teacher, who also has a library degree. Mrs. Parker, a young, full-time librarian, spends about 10 hours a month on the Board program, and 10 hours a month on young adult programming, besides other library duties.

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* For example, the Youth Lions Club donated approximately $60 to the young adults.

Both Mrs. Thompson and Mrs. Parker attend meetings of the Board. Mrs. Parker conducts the meetings, prepares the agenda, and performs secretarial functions for the Board. Mrs. Thompson acts as spokesman for the library staff and gives approval for Board suggestions. Many of the ideas put forward in meetings originate with the library staff.

Mrs. Thompson is largely responsible for enlisting new members. She feels that one must be honest in approaching young people; one must approach them in a way natural to oneself. For example, if a prospective program director has a beard and wears blue jeans, he can motorcycle to the young adult hangout and enlist people on the spot. But if the prospective director is beardless and wears shoes, trying to be "one of the kids" will not work. Mrs. Thompson found that, for her, working through the schools was the most successful way to attract program members.

Publicity

The library has had the benefit of an unusual and exceptional form of publicity. A record shop owner in town has established a magazine of pictures called "Now," which is published weekly. It is free, depending on local publicity for support, and is entirely composed of photos of local young adults in action. From time to time, a picture of the Board is included. The issue for the week ending June 4, 1971 included 32 pages of photos and a few sentences for each page. Everything about this magazine is designed to attract the young adult audience--inclusion in the magazine ensures circulation. Other publicity has been obtained through news reporters and fliers and posters, but "Now" is novel and extremely effective.

Relation to Library

The library allows staff time for work on the Board. At times the library has also assisted the young adults with their publicity, and plans to assist in the publication of a projected literary magazine called "Words." The program has no budget from the library.

Though there is a young adult section of the library, it has been slow in developing. At present it has only about 500 young adult books as a special collection and only about 70 records. However, the staff hope to enlarge their services for young adults.

The suggestions of the Board generally have to be accepted by the librarians working with the Board. Many ideas have been weighed with great care and sometimes rejected, because of the attitudes and opinions of non-program librarians. For example, on the night of the site visit several participants put forth a suggestion on their own: to have the Board sponsor a bake sale in the library to raise money for young adult library materials. The program staff informed them that the library staff and users would most likely not allow the bake sale to be held in the library. When participants suggested holding it on the library steps or grounds, they were again informed that the library staff would not permit it. Finally, they suggested holding the sale in the downtown arcade. This met with no objections, and action on the idea was postponed to another meeting.

Librarians are reported to have basic reservations about the presence of many young adults in the library, or at library-sponsored programs, fearing that young adults are likely to cause trouble. As one program staff member put it, they think "that more than three kids together are a group and a danger."

Relation to Community

Public opinion (or perceived public opinion) has a large influence on activities of the Young Adult Advisory Board, sometimes through the agency of the library staff, who feel that they cannot afford to run into substantial public disapproval. The folk-rock concert, for example, was fully supported by the library administration despite local misgivings about the noise and nuisance potential of such a program. However, reports of drinking and possible use of marijuana caused the temporary cancellation of the concerts. Members of the library staff hope they can be resumed again this year. In another case, a series of soul music and rap sessions, called "Soul Session" were cancelled, because parents complained about an alleged comment made by a black boy to a white girl.

The Board has gotten support for its work from at least one community agency, the Youth Lions Club.

Mrs. Thompson has continued to work through the schools to attract members. She also takes school events* into account when scheduling meetings.

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* Mrs. Thompson has found that she also has to reschedule meetings so as not to conflict with popular television shows--last year, "Laugh-In," this year, "All in the Family."

An unusual feature of the Board is that its members seem to take part as representatives of the young adult community rather than as individuals. For example, members said:

> [I was] interested in making the YA section more interesting to young adults.
>
> I want to help other young people to find more recreational activities.

Program Costs

Estimated real total program costs of the Advisory Board during the fiscal year 1970 were $2,320 (Figure 1). The program does not have an independent operating budget and is entirely supported by existing Riverside Public Library System resources.

Library system supporting services account for all total program costs. Staff requirements represent 95 percent of these costs. Approximately 300 hours of professional time is provided by the library director, the young adult librarian, and the director of reader services. One hundred twenty hours of secretarial support is also supplied. A meeting area of 500 square feet is used for about two hours each month. Additional supplies and publicity materials are also furnished.

The supporting library/library system, the Riverside County Free Library System, had total expenditures of $1,275,500 during fiscal year 1970. Program supporting services therefore represent less than 0.2 percent of total expenditures.

A high estimate of total program costs would be based on the following assumptions:

- Staff requirements are 25 percent higher than originally estimated;
- Due to frequent use of the meeting room, the square foot-hour price used in estimating the rental equivalent is doubled to reflect the premium placed on short-term use;
- Estimated costs of supplies and publicity materials are doubled.

The high estimate would be $3,025, which is 30 percent higher than the best estimate.

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional		$1,815		$1,815
Nonprofessional		395		395
				2,210 (95%)
II. Program Services & Supplies				
Rental Equivalent		35		35
Supplies		25		25
Publicity Materials		50		50
				110 (5%)
TOTAL		$2,320 (100%)		$2,320

II. Program Effectiveness

Summary of Program Effectiveness

The effectiveness of the Riverside Young Adult Advisory Board has been mixed. While the Board has not been able to develop very much cooperation with the local community, many young adults have been attracted to the programs it has helped to plan. Similarly, while the library staff and administration have not consistently supported the Board's suggestions, programs more relevant for young adults have been held.

A majority of the members of the Board do report that they have increased knowledge about where to find information they need, how to use the library, and what is going on in the community (Figure 2). They also, despite problems in the library and community relations, report a more positive view of the library resulting from their participation on the Board.

Penetration

As the Riverside Young Adult Advisory Board has evolved over the years, an effort has been made to achieve a more varied and representative membership. Originally, only the "intellectual elite" in the local schools were represented on the Board. To some extent, this effort is reflected in the characteristics of the 15 Board members* who filled out the Young Adult/Adult Communications Survey.

Among the respondents were one black, one oriental and one Spanish-surnamed American. The family income distribution of the membership is skewed towards higher incomes. Over half of the respondents reported family incomes over $10,000. All were in high school except those who reported at least some college.

The Board has recruited several members who were not previously frequent library users. Over three fifths (62 percent) of the respondents had not used the library more than once a month before the program.

Participant Impact

Figure 3 shows that while membership on the Board has stimulated increased book reading for the great majority (93 percent) of

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* Two of the 15 respondents are graduates of the program and no longer serve on the Board.

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: * Impact: Like library (80%)	Goal: * Impact: Read books (93%) Visit bookstores (80%)	Goal: * Impact: None
Non-Print	Goal: * Impact: None	Goal: * Impact: None	Goal: * Impact: Know where to get the information you need (73%) Know what's going on in your community (67%) Know how to use library (73%)

* Goals are library goals: "Find out how the kids are thinking."

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact Young Adult/ Adult (N=15)
General	
Affect:	
Like to read	47%
Feel good about yourself as a person	33
Like the library	80
Behavior:	
Read books	93
Read magazines	40
Watch educational TV	33
Finish books you start	40
Skills and Knowledge:	
Know where to get information you need	73
Know how to use the library	73
Understand what you read	33
Program Specific	
Behavior:	
Read newspapers	27
Buy reading matter like magazines, books, newspapers	47
Go to bookstores or stores that sell books	80
Skills and Knowledge:	
Know what's going on in your community	67
Do well in school	20

the respondents, the change in reading behavior does not seem to extend to other print materials. Less than half (40 percent) of the respondents report that they read magazines more, and less than one third (27 percent) read more newspapers. While most (80 percent) go to bookstores more, less than half (47 percent) say they buy more reading matter.

The principal effect that the Riverside Young Adult Advisory Board has on its membership is an increased appreciation and use of the library facilities. Four fifths of the members report that they like the library more. Almost three quarters (73 percent) say that they know how to use the library better. In several cases it appears that sheer exposure to new library materials has produced a greater awareness of the uses to which the library can be put. One member said, "I found new and different material in the library that I knew nothing of before." Another said, "Now that I know what the library has I can use it more."

Beyond the increase in library knowledge, there seems to be little program effect in skills areas. Only one third of the members say that they understand better what they read and a mere fifth say they do better in school because of their membership.

Library Impact

The Young Adult Advisory Board is having some impact on the library, though very slowly. It has taken about a year to get the cushions in the young adult section and to move the section to another part of the library; the Board which initially proposed these changes is no longer in office. Nevertheless, changes are occurring.

The Board has had perhaps the most impact on the library in the area of young adult programming. In the words of one participant: "We are allowed to sponsor events that are actually of interest to us."

Some participants reported favorably on the role they felt they had in making decisions:

> We run most of the program ourselves--gives us more responsibility.
>
> The students have a voice in what the program does.
>
> We can make our own decisions about programs.

These comments seem to indicate that the program is in some measure also reaching its goal of helping the library find out "how the kids are thinking."

On the negative side, many participants felt that the Board's impact was limited by lack of funds:

> We don't have enough money to work with, aside from what we make or have donated.
>
> The lack of funds restrains the board from having as many and better forms of programs.

An additional limitation was emphasized by one participant who wrote that what he disliked about the program was the "limits put on by the conservative director of the library." The library has not always welcomed the Board's ideas. The suggestions about young adult section decor, for example, were not appreciated at first because the library building is new and the object of substantial pride. In this instance, for the sake of supporting the Board, the administration agreed. However, observation during the site visit indicated that some ideas do not reach the stage of going before the library administration, but rather are rejected by staff associated with the program on the grounds that the ideas would be unacceptable to the library or users.

At the meeting observed, there were several occasions when Mrs. Parker asked for Board reaction to a library-originated idea and got little response beyond a general "yes" or "no." This lack of responsiveness may well have been generated by a feeling that Board opinion would make little difference in light of the lack of library and community support. Alternatively, members may have felt that, as one respondent commented, "Some meetings are too long."

Community Impact

As one program graduate expressed it, "The only thing I disliked about the program is that it didn't seem to have as much support from the adult community as it should have had, but it was a new program [then]." Support from the community seems to be still lacking as examples given above indicate (see Relation to Community).

Participants seem to feel however, that despite the obstacles, the program is helping the young adult community:

> We're getting more teenagers interested in the library all the time and that's great community service in my opinion.
>
> [The program] gave me the opportunity to help people and to provide entertainment and a place to get help for Riverside youth.

Factors Related to Effectiveness

The primary factor leading to the impact of the Board on the library and community is the formal structure by which young adults express their views to library staff. Whether ideas are acted upon or not, at least the program staff hear about them.

The program has two major impediments: first, the lack of support from adults both within the library and in the community; and second, the lack of funds. As indicated above, efforts to earn money have been somewhat inhibited by the library staff.

The Board might be more effective if the young people were more actively involved in the actual decision-making, in suggesting special events and the conduct of the Board meetings. The Young Adult Advisory Board was originally a creation of the library staff and, at the time of the site visit, seemed to be largely an extension of it.

CASE STUDY NO. 20

Youth Advisory Council
Orlando Public Library
Orlando, Florida

I. Program Description

Introductory Summary

The Orlando, Florida Youth Advisory Council is a group of 15 to 25 young adults who meet at frequent intervals the year round with the goal of helping the young adult section of the Orlando Public Library to function more effectively. The Council has advised the young adult librarian in matters related to the young adult section of the library, has helped in generating and completing large-scale library programs for young adults, and has engaged in activities designed to increase the use of reading materials among their cohorts. Members of the Council come from different schools throughout the Orlando area and try to represent the interests of the whole young adult population of the city.

Orlando is a city of approximately 100,000, located in north Florida. Its economy is based upon missile-related industry, agriculture, and tourism. A significant portion of the population is black. The Advisory Council is intended to represent young adults of all races in the 28 local junior high and high schools.

The program costs are estimated at $580 (fiscal year 1970), which includes estimates for unpaid time contributed by young adult volunteers.

The library administration has generally supported the Youth Advisory Council, but some ambivalence has been shown in the mixture of support and apprehension expressed by non-involved staff when special programming (e.g., Youth Night) or modifications in the furnishing and decoration of the young adult section were suggested.

Goals

The primary goal of the Orlando Youth Advisory Council is, in the opinion of the three staff members of the program, to change the image young adults have of the public library. These staff members feel that the public library presents a negative image to many young people, and that if their attitude remains unchanged, it will carry over into their future library usage patterns. The Advisory Council is expected to spread the word of a new kind of library to local young adults, working through young people who are in contact with their cohorts and know what they want from the library.

Target Group

There is no special target group for the Council. Young adults from every junior high and high school in the Orlando area are invited, and 20 schools are represented. Overtures for possible recruits are made to all 28 local secondary schools. No special effort is made to encourage members of minority groups to join the Council, although such members would be, according to program staff and participants, more than welcome. Mrs. Marilyn Gerber, the program director, has contacted a predominantly black junior high school in order to enlist Council members, but reports that the school's principal and teachers have been very uncooperative.

Origin

Mrs. Gerber, who is young adult librarian at the Orlando Public Library, came into contact with the Youth Advisory Council idea in a course in library school. When she assumed her duties as a professional librarian at Orlando, she observed the lack of a dynamic image of public libraries among the youth and organized the Council to help create a new library image. The Council has been in continuous operation since February 1969.

Implementation

Activities

Since its inception, the Youth Advisory Council has been involved in two kinds of activities. It advises the young adult library staff on the interests and wishes of young people; for example, it has recommended lowering the age requirement for obtaining an adult library card, and has requested recorded music, seating cushions, and the like, for the young adult section. It also assists in the generation and implementation of library programs for the young people of the community, an example being the Youth Night held April 30, 1971. This event used the entire library for and as an exposition; booths were set up, and among the entertainments provided were a mind reader and a rock group. It is estimated that Youth Night was attended by 1,100 young people.

Staff members of the young adult section of the library serve the Youth Advisory Council as discussion leaders. At least one staff member is present at each meeting. The format of the Council meetings is loosely structured. Members or leaders present issues which are discussed and voted upon. No rules of order, except the majority vote, are enforced at any time.

At the Council meeting observed on June 28, 1971, discussion was focused on the future direction, purposes, and strategies of the Council. One staff member, who was to be the regular discussion leader for the summer, presented to the Council statistics of his own to show that library usage had not, in fact, increased as a result of such events as Youth Night. He advocated, instead, a new plan for Council members to visit youth centers and set up stands from which books could be checked out.

Spirited discussion followed this proposal. Council members and staff at length reached a consensual conclusion that the extension of services to youth centers was a good idea, but that cancellation of the general plan for more Youth Nights and other future entertainments was an inappropriate approach to programming. The staff leader gave in to the force of opinion on this point.

During the discussion, the leader also questioned the role of the Council within the library. He put forth his view that the function of the Council was to help the library staff attract new users to the library through programs developed by the staff. This view seemed to envision the Council as a volunteer work force rather than as an advisory body. Indeed, this staff member had earlier attempted to cancel the meetings of the Council and establish in its place a communications system for volunteer work.*

It appeared to observers that discussion in this meeting raised two issues: Which strategies work best to bring young people into the library, and who should control the nature of the activities carried out by volunteer groups. The decision on strategies, described above, emphasized trying a new approach along with the old. The majority reaction to the issue of control and independence was expressed by one member who said, "We came here to provide a young adult viewpoint to the library, and we have. If you want to take that away, I'll resign right now."

Staff

The staff of the Orlando Youth Advisory Council consists of Mrs. Gerber, who serves as its program director, and two staff aides. They are well and broadly educated, and firm in their somewhat differing conceptions of the role of a youth advisory council in a public library. Mrs. Gerber is a professional librarian. She expresses considerable confidence in the ability of young adults to design their own activities for the greatest overall effect. One of the library aides has a graduate education in psychology and, upon completing her library job in a few months, will continue in the field of psychology. Her view appears to be that whatever the young adults decide to do will be in the best interest of the program's goal of attracting young people. The other library aide holds a B.A. degree in business administration, and has had substantial business experience. He feels that the primary purpose of the Council is to use the energies and contacts of young adults to carry out activities which will draw new library users to the library; he is not an advocate of young adults' acting freely on the levels of planning and decision-making.

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* The reaction of the young adult members to the attempted dissolution of the Council as such was to rally their own meeting to address the question. During this meeting, they proposed a contrary theory--that only the interest generated out of their independent action could be useful, in the long run, to the library.

Participant Role

The Youth Advisory Council is composed of young adults who are independent in thought and action, and clear about their role in the library system. They were observed to be businesslike in their meetings, and are apparently more interested in results than in the format of their interactions. They do not, for example, bother with the election of officers and the keeping of minutes. Instead, they debate the central issues of their activities and deal with the subject at hand. At the meeting observed, participants arrived on time, and concluded the meeting themselves once their work was accomplished.

Publicity

Several efforts have been made to publicize the Council and its activities, but they have been only moderately successful. Initial publicity efforts were designed solely to attract Council membership, and were barely adequate. Schools proved unwilling to announce meetings on their public address systems, and were generally non-supportive. Library staff members made posters and fliers, but the initial effort was slow.

News reports have been few and poor. For example, one important announcement was printed on the obituary page, much to the annoyance of the Council members, who got up a petition to the newspaper to be henceforth included in its youth section. According to Mrs. Gerber, the local newspaper did not announce nor report on the Youth Night event, but did give space to report a minor disturbance in town in which only a few young people were involved.

The Council members have authored and taped one-minute radio spot announcements boosting the library. These were broadcast as public service announcements by a local station. In addition, three times a year the Council puts out a booklet, "The Padded Cell," which contains poems, record and book reviews, and other articles contributed by Council members and their classmates. Due to limited funds, the library prints only 1,000 copies, which is wholly inadequate to the number of secondary school students in Orlando.

Relation to the Library

Mrs. Gerber reported that, initially, other library staff reacted with doubt and apprehension to the Council and to Council-initiated activities. This was especially true of Youth Night, which many librarians expected to be a disaster. However, the young adults' conduct in the library has always been exemplary, and the attitudes expressed by library staff are changing, according to Mrs. Gerber. She also reported that many of the other librarians do not appreciate the young adults' efforts to change the decor in the young adult section of the library. They had hung "mod" posters and proposed buying large floor cushions to replace the chairs and tables.

The library administration has been fairly supportive and understanding. There are still restrictions which presumably could be relaxed if the necessary accommodations could be worked out (e.g., the serving of refreshments at Council meetings is not allowed), but the administration has granted permission for activities--notably Youth Night--which represent a considerable departure from library tradition. The library provides meeting space for the Youth Advisory Council, prints "The Padded Cell," and makes available other materials for publicity.

Relation to the Community

Relations with the community have been limited by lack of interest on the part of those organizations and institutions from which support might have been expected. As mentioned above, schools have been reported to be uncooperative and even the news media have failed to show substantial or appropriate interest.

Program Costs

Estimated real total program costs during fiscal year 1970 were $580 (Figure 1). The program does not have an independent operating budget and is entirely supported by existing Orlando Public Library resources.*

Staff requirements account for 78 percent of total program costs. The Orlando young adult librarian committed approximately 72 hours to the program, or about five and one-half hours for each of the

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* This does not include initial startup costs, for, as Mrs. Gerber explained, "When we began it was done with much volunteer time, overtime that is. . . . There was a lot of extra time involved . . . at home."

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional		$360		$360
Nonprofessional		95		95
				455 (78%)
II. Program Services & Supplies				
Rental Equivalent		65		65
Postage		20		20
Supplies		10		10
Newsletters		25		25
Refreshments		5		5
				125 (22%)
TOTAL		$580 (100%)		$580

13 meetings which were held. Thirty-one additional hours were committed in the form of clerical time and press time in the graphics department.

The library-provided meeting room contains approximately 600 square feet of usable floorspace and is required for three hours per meeting. Postage, supplies, newsletters, and refreshments account for the other services provided by the library/library system.

The supporting library/library system, Orlando Public Library, had total expenditures of $1,011,693 during fiscal year 1970. Total program costs, therefore, represent substantially less than 0.1 percent of the system's total expenditures.

A high estimate of annual total program costs would be based on the following assumptions:

- Fifteen meetings are held each year;
- Staff requirements per meeting are 25 percent higher than originally estimated;
- Due to infrequent use of the meeting room, the square foot-hour price used in estimating the rental equivalent is doubled to reflect the premium placed on short-term use; and
- All other costs are 50 percent higher than originally estimated.

The high estimate would be $925, which is 59 percent higher than the best estimate.

II. Program Effectiveness

Summary of Program Effectiveness

The Youth Advisory Council has members from 20 of the 28 local secondary schools. Half of the participants credit the program with influencing them to read more, and an overwhelming majority credit it with fostering greater criticality and understanding of what they read (Figure 2). Almost all report increased knowledge of the library; three quarters know better how to get needed information; and an equal number say they use the library more. Library users among the participants report program impact on book reading and comprehension, non-users do not. The program has also brought about increased social contact and community awareness.

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: For Orlando youth in general: change image of library Impact: Like library (57%)	Goal: None Impact: Read books (50%) Go to libraries (79%)	Goal: None Impact: Understand what you read (64%) Be critical of what you read (93%)
Non-Print	Goal: None Impact: None	Goal: None Impact: Go to club or organization meetings (71%)	Goal: None Impact: Know where to get the information you need (77%) Know what's going on in your community (69%) Do well in school (57%) Know how to use library (92%)

There is no evidence for fulfillment of the program's goal of changing the image of the library and increasing library use in the young adult community.

Library staff members have evinced more interest in young adults and young adult library programs since the Council was established.

Penetration

The Council has been able to attract members from most of the schools from which participation was desired. Representatives have been drawn from 20 of the 28 schools in the area. Several schools have been approached without success thus far, but efforts to reach them will continue. This is especially true for one school with predominantly black students. It is hoped that they will soon respond.

Attendance at Council meetings usually varies between 15 and 20, according to the program staff. The number which attended the June 28 meeting (14) was described as slightly lower than usual. The Young Adult/Adult Communications Survey was filled out by all present at this meeting. Unfortunately, it was too late in the field visit period to mail surveys to additional members.

The members of the Council are an extremely heterogeneous group. They are evenly divided between the sexes and have widely varying previous experience in the library. Of the 14 members in the sample, three report that they previously visited the library less than once a year. One of these says that is the past he "hated books." On the other end of the spectrum, three members were frequent library users (once a week or more). One of these, in fact, works as a library page.

All but two of the participants are under 21, and a similar number report that they are currently going to school. There are two blacks on the Council and one American Indian; of the other members, two specifically mention their European ethnic background--one Greek and one Polish.

Participant Impact

The Orlando Youth Advisory Council has had a variety of effects on the reading patterns of its membership. Figure 3 reveals that approximately one third of the respondents say that they read more because of their membership on the Council. Half of the 14 respondents credit the program for greater books reading and somewhat fewer (43 percent) say that they read more magazines. In contrast, only two (14 percent) read more newspapers because of their membership in the Council.

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact
	Young Adult/Adult (N=14)
__General__	
Affect:	
Like to read	36%
Like the library	57
Feel good about yourself as a person	23
Behavior:	
Read books	50%
Read magazines	43
Finish books you start	43
Visit bookstores or stores that sell books	21
Skills and Knowledge:	
Understand what you read	64%
Know where to get the information you need	77
Know how to use the library	92
Know what's going on in your community	69
__Program Specific__	
Behavior:	
Read newspapers	14%
Go to libraries	79
Go to club or organizational meetings	71
Read new kinds of things	32
Joined or started going to classes, clubs, organizations	39
Go to neighborhood centers	31
Skills and Knowledge:	
Do well in school (if you are in school)	57%
Be critical of what you read	93

The reading impact of the program, however, seems to lie in the area of reading skills. Almost two thirds (64 percent) of the members credit their participation in the program for bringing about a greater understanding of what they read. All but one (93 percent) say they are more critical of what they read.

Analysis of the survey responses as well as statements of the Council members indicates that the changes in reading behavior and skills have come about principally because of increased contact with and understanding of the library. Almost all (92 percent) members report that they know how to use the library better because of the program. Three quarters (77 percent) maintain that they know better how to get the information they need, and a similar number (79 percent) say they go to the library more.

The link between increased library use and change in reading behavior can be seen in Figure 4. Of those who say that they go to the library more now, almost two thirds (64 percent) report program impact in book reading. The same percentage holds for impact in reading comprehension. Those who do not go to the library more indicate little, if any, reading impact (0 percent and 33 percent respectively).

Part of the reason for this relationship is the contact and familiarity that the program induces between staff and participants. One girl maintains, for example, that she is not "so scared of librarians any more." Another states, "I've become close friends of the YA librarians so I can talk to them better." Increased library utilization is also a function of the members' becoming involved in library affairs; discussion of substantive library policy generates a greater familiarity with library facilities. Coupled with the greater ease of communication with the librarians, the increase in general library use seems to have produced a greater variety of library utilization on the part of the Council membership. For example, over two fifths (43 percent) list changes program attendance has made in the way they use the library. One participant reports, "I come a lot more and appreciate the materials you can use in the library."

Another type of impact on the Council membership is in the area of social contact and organizational participation. The format of Council meetings and the participants' behavior has brought about an increased level of social communication. Almost three quarters (71 percent) of the participants report going to more club or organizational meetings. Almost as many (69 percent) say they know better what is going on in their community because of the program. Somewhat fewer (39 percent) credit the program for getting them active in other (mostly school) clubs and organizations. One participant writes, "I have become more active in school extracurricular activities." Another lists new membership in "Student [sic] council, Optimist Club, Interact Club."

FIGURE 4

PERCENTAGE REPORTING PROGRAM IMPACT

Change Measure	Those Who Go To Library More	Those Who Do Not Go To Library More
Understand better what you read	64%	33%
Read more books	64	0

Library Impact

Staff members report an increasing interest in young adults and in new techniques for reaching potential library users. The change is not complete, but it is noticeable.

Community Impact

As mentioned above, program goals stress changing the community's image of the library and boosting library utilization by young adults. Although Youth Advisory Council participants mentioned their own altered library image and library use, there is no evidence that this effect extends into the community. For example, two community agencies contacted, the City Recreation Department and the Central YMCA, knew nothing about the library's Youth Advisory Council or its special programming.

Factors Related to Effectiveness

The effectiveness of the Orlando Youth Advisory Council can be attributed to the leadership furnished by the young adult library staff. Each is personally responsive to young adults and respectful of their interests. Each has donated time in order to promote and maintain the Council. In an otherwise traditional library, they have made the young adult section an environment especially supportive of young people. One staff member provides very muted, unobtrusive leadership, following the suggestions of the members and creating a climate of approval for them. Another challenges the youth with strongly held personal opinions on the issues addressed, and tries to win them to his own point of view. Both methods have proved effective in stimulating the young adults to debate and activity.

A result of the quality of leadership provided, and a possible key to the Council's popularity, is the open atmosphere that prevails at its meetings. Members are free to express any idea, and are not hindered in the conduct of their business by procedures, records, or other formalities.

CASE STUDY NO. 21

Study-Discussion Groups
Amarillo Public Library
Amarillo, Texas

I. Program Description

Introductory Summary

The Amarillo Public Library in Amarillo, Texas, sponsors Study-Discussion Groups which are an annual series of reading and discussion sessions held during the academic year and summer. This program is designed to give literate adults and young adults a chance to read and talk with a cross-section of people of differing ages and backgrounds, under the guidance of a trained moderator. Each group holds its weekly or biweekly discussion in the main library or its one branch. The discussion program has been in continuous operation since 1954.

The program uses staff and meeting space supplied by the Amarillo Public Library, but in planning and operation the program is autonomous. The estimated program cost for 1970-1971 was $12,430.

Amarillo is a city of 125,000 located in the Texas Panhandle. The population is scattered over a large area, and, according to library staff, Amarillo serves as a major resource center for all of the Panhandle.

Goals

The goals of the program according to Mrs. Mary Louise Loyd, the program director, are: (1) to give participants a chance for discussion; (2) to motivate and teach them to do their own reading, speaking, thinking and listening; and (3) to increase communication among various groups of people in the community. She feels reading-discussion to be an educational supplement which fills a particular need of adults. To this need the public library can legitimately answer that discussion "improves communication and should raise the level of conversation around town."

Target Groups

The program is intended for literate adults and young adults in Amarillo and surrounding communities. While Mrs. Loyd would like a "cross-section of ages" in every group, she has scheduled two groups during 1970-71 specifically for young people. The program is aimed at no specific income, racial or ethnic group. Mrs. Loyd hopes to mix representatives of Amarillo's various social groups into each of the discussion groups.

Origin

The Amarillo Study-Discussion Groups were instituted by Miss Alice Green, city librarian of Amarillo, in 1954. Previously, beginning in 1947, Great Books Discussions had been run at the main library under a Ford Foundation grant. Since the adaptation of American Institute of Discussion (AID) procedures in 1960, the general format of program activities has remained constant, but the number of groups held and the number of age groups targeted have increased.

Implementation

Staff

The staff of the program consists of one librarian (non-M.L.S.), one clerical worker, and volunteer moderators of discussion groups (who numbered 20 in 1970-1971). Mrs. Loyd, a former high school English teacher with experience in church work and community social service, has worked in the Amarillo library since 1956. In 1957, she became director of Study-Discussion Groups. She spends one third of her full-time work week on the Study-Discussions. Her other duties are general library publicity and local genealogy. She sets up and publicizes study groups, determining meeting times and materials; handles registration; and solicits the services of volunteer moderators. These moderators are often, but not necessarily, professional clergymen, teachers, or social workers who donate their services because they enjoy leading groups. Among recent moderators were a rabbi, two ministers, a marriage counselor and an optometrist.

Activities

Potential participants can choose from a wide selection of interest groups. This past year groups included:

Great Books I
Great Books II
Great Books IV
Great Books 17
Novels
Psychology and the Human Dilemma
Psychology: Open and Closed Mind
Short Stories and Essays
Values in Conflict
Changing World
Dimensions of Man (youth group)
Views of Utopia (youth group)
Short Stories I (summer)
Short Stories II (summer)

Meetings, biweekly or weekly, last about one and three quarter hours and are generally held in the evening, although there are one or two daytime groups. Participants meet in the ballroom of Amarillo's main library, Bivins Memorial Library, and in the meeting room of the only branch, Southwest Branch Library. Some groups are held throughout the academic year; a few run only in the summer, spring or fall.

Groups are run according to the American Institute of Discussion (AID) directives, as specifically promulgated in its Manual for Discussion Moderators.[*] The Institute is an organization affiliated with the Oklahoma City Libraries. It sponsors reading-discussion groups in its home city, and serves as an information bureau clearing house and book package supplier to other discussion activities all over the country. The Amarillo program is linked to AID in the use of its format and materials. Amarillo moderators are encouraged to attend AID's annual nationwide Study-Discussion Conference.

A meeting of Short Stories II Group was observed June 21, 1971, from 7:45 to 9:30 P.M. This group was one of the two ongoing groups in Summer 1971, and its activities are characteristic of the Study-Discussion Group program. The meeting was held at Southwest Branch, a three-year-old facility in an affluent section of town. An optometrist with 18 years' experience in study-discussion was first moderator, while the regular second moderator's place was taken by Mrs. Loyd. Nine discussants were present--all adult (ranging from young adult to elderly), white, upper middle class professionals or students; six were women and three were men. All of the discussants were drawn from 1970-1971 winter groups or had participated formerly.[**]

In the observed discussion of Faulkner's "Barnburning," AID rules were strictly adhered to. The story content was considered according to the AID mnemonic:

A - Author's actual words

I - Intent of the author

D - Discussant's reaction

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[*] Walter Gray, Jr., Manual for Discussion Moderators, American Institute of Discussion, 1964, 22 pp.

[**] The other summer group, Short Stories I, had 11 beginners registered. According to Mrs. Loyd, "Some come--some don't." After two sessions, only two participants came to each (a tornado warning was the excuse). Observers were not encouraged to see this group in action and did not.

Participants were required to complete the reading material in order to discuss; otherwise, they could simply listen in on the meeting. The participants observed had obviously done their homework. The moderator asked leading questions (e.g., why did the character especially want to do this?), regulated discussants' entry into discussion and requested individuals who were not participating to enter the discussion. After the formal discussion period was adjourned, groups of participants said they generally continued discussion on the reading and other topics at a restaurant or snack bar.

The discussion technique is termed "nondirective" but at the meeting observed it seemed somewhat regulated. For example, participants generally seemed to dislike Faulkner's character Snopes. The moderator indicated that he was sympathetic to Snopes and would have liked to step down from being moderator to present the case for him. The moderator asked questions which pointed up incidents in the Snopes history which could serve as justification for Snopes's actions.

Discussant participation was friendly, low-keyed and quite relaxed, notwithstanding the presence of outside observers. Discussants seemed to enjoy talking and hearing each other's opinions, and to appreciate the moderators' approach and the opportunity to interact.

Materials

Participation in courses is free, but participants are expected to have their own copies of the books used. Most groups use prepared AID or Great Books packages. A second year set of Great Books includes readings from Melville, Plato, St. Augustine, Mill, Racine, Gogol, Freud, Homer, Swift, Poincaré and Descartes. Each package typically costs $8 to $10. A psychology group using Overstreet's Understanding Fear needed pay only 95¢ for the book, while the 18th year Great Books Group had a special book list, the total cost of which reached $16. The library maintains two copies of each book for checkout; they are made available to moderators first. AID sets are handled by the library on consignment and sold to participants, while Great Books sets are bought by the library and resold. Mrs. Loyd has also begun to work up courses on special topics not covered by AID or Great Books packages.

Participant Role

Participants have little direct say in scheduling materials and moderators. They choose courses from the schedule produced by Mrs. Loyd, and as participants agree to conform to AID directives for discussion. Mrs. Loyd does, however, use an annual evaluation form in an attempt to assess participants' interests, likes, and dislikes. The form asks the participant such questions as how many years he has attended, how he came to join in the beginning, his reasons for continuing to attend, what he finds of value, and to what type of person he would recommend the program. Mrs. Loyd has also used an "interest finder" checklist before scheduling groups, but she finds that "you can guess interests sooner than send out a mailer."

At times, individual groups have chosen their own materials or opted for a prepared AID or Great Books package of their own choosing. Thus, the 18th year Great Books Group received a special world literature reading list instead of re-attacking the Great Books packages they had already exhausted. No group has yet chosen its own moderator and curriculum. Modifications in discussion format have so far not occurred. Every group adheres to AID discussion rules.

Publicity

Although several forms of publicity are used to inform Amarillo area residents about Study-Discussion, Mrs. Loyd thinks that "word of mouth . . . is the most effective way." In addition, the program is publicized on free radio and television spots, in library publicity mailings sent out each summer to the program's mailing list, and in Mrs. Loyd's weekly library column in the Amarillo newspaper. The Amarillo newspaper is particularly interested in library news. It requested a weekly column from Mrs. Loyd 11 years ago and she has contributed continuously ever since. The library's own mailer combines promotion with course description; copies of it are made available in main and branch libraries as well as by mail. Publicity for the program, as well as for the general library, is done by Mrs. Loyd.

Relation to Library

The program is autonomous in planning and administration but uses library facilities for meetings. The Bivins Memorial Library provides office space for Mrs. Loyd and the clerical worker. Study Group books and materials are also stored in this office.

The paid program staff, as mentioned above, divide their time between the Study Groups and other library functions of general publicity and local genealogy.

Relation to Community

For publicity assistance and provision of volunteer moderators, the program has contacts with such community agencies as churches, a temple, the Family Service Agency of Amarillo, and the Psychiatric Pavilion of Northwest Texas Hospital. Community groups have announced Study Group activities to members and have referred people to the program.

Attempted Changes in Program

In the effort to expand the target group to include younger people and different socioeconomic and racial groups, the program set up a 1970-1971 group for disadvantaged black and white high school students. The group initially experienced success, but the white students quickly dropped out. The black students, however, continued to meet. Mrs. Loyd felt the "free and open atmosphere [of the group] helped them develop self-confidence and freedom of expression," but was uncertain about scheduling such groups in the future. She does wish younger people would join, however, because "the younger they start, the more likely they are to continue."

On another occasion, a Spanish-American community group which brought its children to a Bivins Library Summer Reading Club showed interest in Study-Discussion, but set up a group of its own stressing Spanish-American culture rather than sending its people to the library's groups. Mrs. Loyd did not know of their results, but remarked that "discussion seems alien to Spanish people's nature."

Future Desired Changes in Program

Mrs. Loyd would like to be freed from her other duties to spend all her time on Study-Discussion or, alternatively, to have additional staff time allotted her. She feels this step essential to making desired increases in the number of groups served. She projects 20 groups by 1973; there were 14 in 1970-1971.

The need to "get into the community" to younger groups and various socioeconomic and ethnic groups is perceived as crucial, but new strategies and increased funds are lacking. For ongoing groups, Mrs. Loyd seeks better attendance and more intergroup activities such as an Evening for Conversation when groups would "scramble" members for a session or two.

Mrs. Loyd hopes to foster better relations and exchange with the Oklahoma City AID. She also feels more attention should be given to moderators, perhaps in the form of the library paying their expenses to the national convention.

Program Costs

Estimated real total program cost during fiscal year 1970 was $12,430 (Figure 1). The program does not have an independent operating budget and is entirely supported by existing Amarillo Public Library resources and volunteered services.

Staff requirements constitute 80 percent of total program costs. The director of Study-Discussion Groups commits approximately one third of her time during the course of the program. Non-compensated services in the form of volunteer moderators of the discussion groups represent 34 percent of total program costs and 52 percent of the total professional staff cost. A rental equivalent based on 2,270 square feet of space, utilized approximately 42 hours during the course of the program, represented $790 or six percent of total program cost. Books and periodicals

FIGURE 1

PROGRAM COSTS

Cost Type Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional		$4,280	$4,280	$9,080
Nonprofessional		900		900
				9,980 (80%)
II. Collection				
Books and Periodicals		65		65 (1%)
III. Program Services & Supplies				
Rental Equivalent		790		790
Utilities		275		275
Telephone		270		270
Postage and Freight		460		460
Maintenance			490	490
Equipment		100		100
				2,385 (19%)
TOTAL		$7,140 (57%)	$5,290 (43%)	$12,430

are equal to one percent; utilities two percent, telephone two percent, maintenance, postage, and freight, four percent each, and equipment one percent constitute the balance of the total program costs. Of the total $12,430 program costs, library/library system supporting services and non-compensated services represent 57 percent and 43 percent, respectively.

The supporting library, Amarillo Public Library, had total expenditures of $529,825 during fiscal year 1970. Library/library system supporting services account for 2.3 percent of the library system's total expenditures. Estimated real total program costs represent 1.3 percent of the library's total expenditures.

A high estimate of annual total program costs would be based on the following assumptions:

- Staff requirements are 25 percent higher than originally estimated;
- Volunteer moderators' cost at 100 percent valuation is assumed by the program; and
- Collections, services and supplies are 50 percent higher than originally estimated.

Based on these assumptions, a high program cost estimate would be $14,950, or approximately 20 percent higher than present total program costs.

II. Program Effectiveness

Summary of Program Effectiveness

The Study-Discussion Groups program of the Amarillo Public Library has attracted a highly motivated and highly educated participant group. However, it has not achieved much penetration among less advantaged. In accordance with its goals, the program has stimulated book reading, reading desire, and reading comprehension among a majority of its participants (Figure 2). It has served as a model for other reading and discussion groups in the city.

Penetration

The Study-Discussion Groups program has continued to expand slowly over the last several years. In 1970-1971 there were 14 groups, and membership was up 20 percent over the previous year. However, even in its growth, the program has not materially changed the limited profile of its participants.

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: Increase reading motivation Impact: Like to read (82%) Like library (50%)	Goal: None Impact: Read books (81%) Finish books you start (55%)	Goal: Teach reading Impact: Understand what you read (79%)
Non-Print	Goal: Increase speaking, thinking, listening motivation Impact: Feel good about yourself as a person (59%)	Goal: Give participants a chance to discuss; Increase communication among various groups in the community Impact: None	Goal: Teach speaking, thinking, listening Impact: Know where to get the information you need (52%)

Among the 23 participants who filled out the Young Adult/Adult Communications Survey,* three quarters have had at least some college and are over the age of 30. Three respondents are black. While 36 percent say they have family incomes below $5,000, 59 percent report incomes above $10,000.

In general, reasons given for coming to the program indicate a highly motivated and articulate participant group. One member said, for example, "I love to read and then discuss what I have read, hear others reactions and opinions." Another said, "The group sounded interesting and would encourage me to read literature that I might not have otherwise."

The program has not attracted many minority group members. As Mrs. Loyd said, "People of different outlooks attend, but it's not as broad-based as I like." She noted that "blacks don't come." Out of Amarillo's eight percent disadvantaged population, Mrs. Loyd said, she could cite none who attended Study-Discussions although she "wouldn't be surprised if there were, for example, black students." She felt that the psychology courses would appeal most to the disadvantaged.

Participant Impact

Figure 3 summarizes the impact of the Study-Discussion Groups program as indicated by its participants. It is apparent that the principal area of impact is directly related to the content and format of the program. Approximately the same number of participants say they read more books, like to read more, and understand better what they read (81, 82 and 79 percent). However, the increased reading behavior seems to be limited to books, and does not include newspapers and magazines. This reflects the fact that the program does not deal with these other print forms.

The program does not seem to have materially stimulated greater utilization and knowledge of the library. While half of the participants say they like the library more, fewer report knowing more about the library (43 percent), or using the card catalogue more (32 percent).

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* Ten Young Adult/Adult Communications Surveys were filled out at the program observed. An additional 87 surveys were mailed to participants and former participants in each of 13 groups running during the past year. Of these, 13 were returned in time to be included in the analysis.

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact
General	Young Adult/ Adult (N=23)
Affect:	
Like to read	82%
Feel better about yourself as a person	59
Like the library	50
Behavior:	
Read books	81
Read magazines	14
Watch educational TV	20
Finish the books you start	55
Skills and Knowledge:	
Know where to get the information you need	52
Understand what you read	79
Program Specific	
Affect:	
Want to learn new things	50
Behavior:	
Read newspapers	14
Go to bookstores or stores that sell books	45
Use the card catalog	32
Skills and Knowledge:	
Know how to use the library	43

The discussion groups have elicited a greater sense of self (59 percent) and a desire to learn about new things (50 percent). One participant seemed to accurately sum up the program's major impact when she stated:

> I did learn a lot about sharing ideas, developed a deeper appreciation for the thoughts and ideas of some of our best minds, and had many hours of pleasurable companionship.

Those who attended the program most frequently report a greater degree of program impact. Figure 4 shows that among those who attend discussion groups more than once a week, there is evidence of more change in positive affect toward the library, book reading, and reading comprehension.

Library Impact

The program neither has nor seeks to have a special impact on the Amarillo Public Library.

Community Impact

Study-Discussion is a needed and well-attended activity for literate adults in and around Amarillo, to a radius of 100 miles. Few other cultural activities are available in the town; the population is scattered over a large area and the intellectually-inclined have little opportunity to meet by chance.

The director of the Family Service Agency of Amarillo stated that in the last two years he has referred to the program 10 to 15 clients of the type who is caught in the doldrums or in a rut at home. He feels the program's intellectual fellowship can have a therapeutic effect of counterbalancing such a home situation. In his opinion, the "general citizenry" need a point of focus in order to get together and discuss, and the Study-Discussion Groups supply such a point of focus.

Many community groups--schools, counseling bureaus, churches--know of the Study-Discussion Groups, in part because some of their employees participate as moderators or discussants. Other community organizations, among them the Amarillo Synagogue, the Wesley Community Center (Mexican-American), and the United Methodist Church of Canyon (an outlying community) run their own Study-Discussion Groups. The memberships of these latter groups overlap hardly, if at all, with the Bivins membership. While the library's program does not attract participants in these community organizations, it has served as a catalyst and model in the setting up of discussion groups in these agencies. The director of education at a church, for example, reported using some of the Study-Discussion Group ideas in church discussion groups.

FIGURE 4

PROGRAM IMPACT BY PRIOR LIBRARY USE

	Prior Library Use	
Change Measure	Once a Week or or Less (N=13)	More Than Once a Week (N=7)
Like the library	29%	46%
Read books	71	83
Understand what you read	71	83

Factors Related to Effectiveness

The Study-Discussion Groups clearly fill a need for an intellectual activity for adults in the Amarillo area. As one participant wrote, "The library program fulfills my need for mental exercise." The fact that at least one participant drives about a hundred miles each week in order to attend, attests both to the program's quality and to the relative lack of other programs in the area for literate adults.

The program format is heavily weighted towards encouraging reading as well as discussion. A participant may not voice opinions unless he has read the book. This requirement no doubt serves as the necessary and welcome spur to some participants to "read the books [they] would not read on [their] own."

The discussion format, while limiting in some ways, allows participants to express their own views and hear those of others. For a number of respondents, this exchange of ideas was the aspect of the program they liked most.

Finally, the social aspects of the program make it attractive to some participants. The stability of the clientele coupled with the continuity in the program's existence enable participants to get to know each other and to establish informal social exchanges such as the continuation of discussions in restaurants after the meetings.

These characteristics of the program make it well suited to the clientele it draws, yet also serve to keep away other groups of potential participants. As noted above (see Penetration), young people, the disadvantaged, and minorities are probably less receptive to these very factors which make the program effective in drawing white middle class adults. The program format and procedures may appear too low-keyed, lacking in spontaneity, and authoritarian to other groups. No attempt has been made to modify program procedures to help members of these groups feel more at ease.

The profile of the present participant group--adult, affluent, white, middle class--may also serve to reinforce the program's "establishment" image and possibly discourage potential participants. The high incidence of reenrollment (typified by 18-year "repeaters"), and the social interaction (e.g., during and after the observed meeting) may be beneficial for present participants, but may, perhaps unjustly, make new ones feel like outsiders. It is interesting to note that the minister at a community center serving a Mexican-American population felt that the Study-Discussion Groups covered their area well, but that "we have to cover our own."

CASE STUDY NO. 22

Lunch 'N Books
East Meadow Library
East Meadow, New York

I. Program Description

Introductory Summary

Each fall and spring since 1967, the East Meadow (New York) Library has offered a four-event series of book lectures and discussions. An informal lunch hour is followed by a speaker who reviews a book and then opens a short discussion period. Participants can buy a catered lunch from the library, bring their own lunch, or skip the lunch hour entirely.

East Meadow is a residential, suburban, white middle class community. The library program aims to reach suburban housewives resident in this locality.

Fiscal year 1970 program costs approximate $1,500, which pays for professional and nonprofessional staff time and the library's multiple copies of the books discussed.

Book selection, ordering, program planning, and speaker recruitment are done by library staff. Good relations with community organizations have resulted in good sources of speakers.

Goals

The primary purpose of the Lunch 'N Books program, according to the library director, is to "present a daytime activity primarily for stimulating people about topics and books." One participant put it more bluntly, stating that the purpose of the program is to "bring mind stimulation to suburbia." The major program goal thus concerns increasing participant interest in both print (books) and nonprint (specific subjects) communications.

Target Group

East Meadow is a residential, suburban, white middle class area with few wealthy and few poor people. The program is aimed at the women of the local community. Its objective is tied to reaching suburban housewives and stimulating their interest in books and the library. Although extra programs have been held on Sunday mornings and at night so that husbands could attend, the Lunch 'N Books program is not intended to attract men, children, young adults, or people from outside the suburb of East Meadow.

Origin

The East Meadow Lunch 'N Books program was inspired by Rochester, New York's Books Sandwiched In, a program of hour-long book reviews held in the downtown Rochester Public Library while businessmen and women ate their bag lunches. The East Meadow library director learned of this program at a 1967 library conference and, with the help of the library staff, tailored the program to East Meadow's suburban residential population.

Lunch 'N Books, from its inception in 1967, has been held from 12 noon to 2 P.M. in a fall and spring series of four book review sessions each. The session format has remained unchanged.

Implementation

Activities

The content of the individual program events varies according to the speakers and topics. The typical program consists of a one-hour lecture followed by a one-hour discussion period. Some speakers have spent most of the first hour explicating a difficult, highly sophisticated literary work, while others have given a quick 15-minute review and opened the floor for discussion when the nonfiction topic was a "hot" one. Participants seem eager to give their views in the question-and-answer period. Often the audience has not read the book beforehand, especially if it is difficult fiction. The staff and speakers, careful not to jeopardize the atmosphere of voluntary participation, do not consider this a disadvantage of the program. Usually, the lecture stimulates heavy circulation of the 20 specially purchased copies of the book reviewed. Because so many copies are needed, the staff try to select books which they can buy in paperback.

An atmosphere of informality underlaid with organization also exists. A feeling of personal concern comes across as the staff greet participants by name and introduce new people around. The public relations director sees the program as a "day out for the women" and therefore stresses decor. The room is decorated with tablecloths, flowers, and photo exhibits. Each program involves two community members in the role of hostesses to serve coffee, welcome people, and sit at the speaker's table. Three-question evaluation forms passed out at each meeting, asking if the participants enjoyed the book review and lunch, and whether they have any suggestions for future sessions, give audience members a chance to participate in program planning. Popular speakers have been invited back as many as four or five times. Few specific book titles are suggested; generally, participants respond with comments like "more of the same," "more fiction," or "more on education."

Staff

The library director, adult librarian, and public relations director do the bulk of program planning. While others on the staff hold library science degrees, the public relations director has had five years' experience outside libraries, including a stint working on a newspaper. The program also uses the services of two volunteer hostesses from the local community at each event. These women serve coffee and welcome participants to the session.

Planning and Materials

The East Meadow staff carefully plan each of the four-session series as a unit, and are most conscious of balancing speakers and topics within each event unit. The four sessions are usually centered about four unrelated topics; an effort is made to find an appropriate, good speaker to handle each. An attempt is made to balance the number of fiction and nonfiction books. Though interest may be highest or most vocal on a nonfiction topic such as education, the staff steer clear of turning this literature-oriented program into a current events series. Likewise, they avoid best sellers of questionable literary value and try to select books which participants might otherwise overlook. They believe that past fiction selections, based on magazine reviews, pre-publication announcements, and "intuition," have proved successful. Portnoy's Complaint, for example, was chosen months before popular acclaim put it on the best seller list. Excellent timing was partially responsible for the large attendance at a review of Silberman's Crisis in the Classroom--the review occurred just before school board elections. Balancing the topics selected usually results in balancing the types of speakers employed. For example, the Fall 1970 series speakers included a history professor discussing Born Female by Caroline Bird, an English professor on Harold Pinter's The Homecoming, a former newspaper columnist on Joe McGinness' The Selling of the President, and a director of school-community relations of a local school district on a book about ghetto children and the welfare system (Julius Horwitz's Diary of A.N.: The House on 104th Street).

Twenty copies of each book selected are purchased by the library for distribution. While paperbacks are preferred because of their low costs, the staff will not avoid choosing a current, interesting book which has not appeared in paperback. As a result, hardcover books like Portnoy's Complaint and Crisis in the Classroom are chosen while initial interest in them is running highest.

The library director, assistant library director, public relations director and reference librarian originally selected the topics and speakers at a joint meeting, but recently the planning has become more decentralized. Final book selection and ordering are handled mainly by the reference librarian, and speaker recruitment by the public relations director. Informal discussion among the staff has been maintained throughout the program's existence.

Facilities

Meetings are held in the East Meadow Library's 100-seat basement meeting room. Participants bring lunch or buy it, and are served free coffee.

Publicity

Publicity--extensive and colorful--is given professional attention and is an essential part of the Lunch 'N Books program. The public relations director starts in September with a quarterly newsletter of library activities mailed to 15,000 households in the community. Six hundred monthly calendars of library events go to people listed in East Meadow's "Who's Who" of community social agencies, religious groups, and schools. Special fliers and posters appear for each Lunch 'N Books series; however, even before announcements come out, the library receives inquiries about the program. Advance reservations are required, and these are handled by the secretary to the assistant library director.

Relation to Library

The Lunch 'N Books program is only one series of events sponsored by an active library. Special events are planned around many occasions--for instance, a "Love-In" celebration of the library's 16th anniversary, family kite-flying on a fair spring day. A series on plays after one Lunch 'N Books review aroused much interest.

Relation to Community

As the program has evolved, the staff has developed and exploited closer ties to the Long Island community, especially its universities and other social and educational organizations. This rapport has especially affected speaker selection. Local universities, a county hospital, a news bureau, and other institutions have been sources of speakers, to whom the library is able to pay a small fee ($50 to $75). Some organizations, such as newspapers, have provided a speaker free of charge in accordance with their standard policy.

The program staff reports discovering that scholarly or professional reputation does not necessarily ensure speaking ability, and they believe speaking ability to be crucial to program effectiveness. In contradistinction to past policy, speakers are now selected by recommendation from someone who has personally heard them give a talk. This requirement is in part a result of one poor speaker in the first series. To date, however, they report few speaker failures.

Because of both the low speaker fees offered and the informality of selection procedures, speaker recruitment depends on the maintenance of good relations with the community organizations and individuals, and on continued awareness of community events which might supply further ideas for possible speakers and books.

The library encourages individual community members to become involved in program planning and execution through serving on the Program Committee, which suggests new activities, and as volunteer hostesses.

Program Costs

Estimated real total program costs during fiscal year 1970 were $1,500 (Figure 1). The program does not have an independent budget and is supported entirely by existing East Meadow Public Library resources and volunteered services.

Supporting services provided by the library represent 84 percent of estimated real total program costs. Approximately 60 hours of professional staff time are required on the part of the library director, adult librarian, and public relations director. An additional 20 hours of non-professional secretarial support is provided. Twenty paperback copies of each book discussed in a session are purchased. A meeting area of 1,200 square feet is provided for each of eight two-hour sessions. Postage and printing charges represent the publicity effort which consists of preparation and distribution of posters, tickets, and approximately 1,000 mailers for each series. Finally, speakers' fees range from $0-$75, with $50 the prevailing rate. A total of $300 was spent for speakers' fees during fiscal year 1970.

The remaining 16 percent of total program costs is furnished as non-compensated services. Volunteer hostesses provide 40 hours of assistance, and participants individually pay $1.75 for each buffet lunch.

The supporting library/library system, East Meadow Public Library, had total expenditures of $589,498 during fiscal year 1970. Library/library system supporting services account for 0.2 percent of total expenditures, and total program costs account for 0.3 percent of the whole.

A high estimate of annual total program costs is based on the following assumptions:

- Staff requirements are 25 percent higher than originally estimated;
- Hardbound books are used, raising program collection costs by 300 percent;
- Due to infrequent use of the meeting room, the square foot-hour price used in estimating the rental equivalent is doubled to reflect the premium placed on short-term use;

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional		$390		$390
Nonprofessional		75	$100	175
				565 (38%)
II. Collection				
Books		260		260 (17%)
III. Program Services & Supplies				
Rental Equivalent		55		55
Postage		10		10
Printing		170		170
				235 (16%)
IV. All Other				
Speakers' Fees		300		300
Meals			140	140
				440 (29%)
TOTAL		$1,260 (84%)	$240 (16%)	$1,500

- Postage and printing costs are 25 percent higher than originally estimated;
- All eight speakers are paid the maximum $75 speaker's fee; and
- Twice as many participants choose to purchase the buffet lunch.

The high estimate would be $2,960, which is 97 percent higher than the best estimate.

II. Program Effectiveness

Summary of Program Effectiveness

The East Meadow Lunch 'N Books program has demonstrated success in reaching the middle class adult women who are its target group. Its effect on a majority of participants' attitudes, behavior, and skills within the print area has been limited to liking the library more, reading more books and increased ability to be critical of what is read (Figure 2). A minority of participants report other changes closely linked to the program, such as reading more book and other reviews, reading new kinds of things, watching television less in general but educational television more. The limited degree of change is in part a function of the relatively high educational, library use, and reading levels of the majority of participants. Changes are more frequent among those who were the least active vis-à-vis print use when they began attending the program.

The program is part of an active library. It may have affected the community by activating a limited number of individuals to participate more in community politics.

Penetration

The Lunch 'N Books program has attracted a consistent although indeterminate following since its inception. Although the program staff estimated that the average attendance is 125-150 and that most sessions fill the meeting room, fewer than 70 seats were filled at the meeting observed May 19, 1971. Moreover, two of the program staff members estimated the number of people in the room at 100, and said that this attendance was about average.

Fifty-six participants completed the Young Adult/Adult Written Survey at the May 19 meeting.* The demographic profile of these respondents

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* Approximately 10 participants did not complete the Survey because it was their first time at the program or because they did not have time. There are no program "graduates" as such, nor are names and addresses of regular participants maintained separately from the regular library mailing list. The participants in attendance, however, represented a wide range of background and regularity of attendance.

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: Increase interest in books Impact: Like the library (60%)	Goal: None Impact: Read books (54%)	Goal: None Impact: Be critical of what you read (55%)
Non-Print	Goal: Increase interest in specific subjects Impact: None	Goal: None Impact: None	Goal: None Impact: Know what's going on in your community (52%)

indicates that the program is basically reaching the middle class suburban housewives who are its target group. All but one of the participants are women, 90 percent are between the ages of 30 and 60, and 79 percent are housewives.

Program participants appear to be of relatively high socioeconomic status. Nearly all (92 percent) of the respondents have family incomes over $10,000, and almost one third (32 percent) enjoy incomes over $25,000. Education levels among participants are correspondingly high. Virtually all (98 percent) are high school graduates and one fourth are college graduates.

It is not surprising that program participants appeared to have been active readers even before their experience in the Lunch 'N Books program. Four of five respondents report that they used the library at least once a month before the program, and nearly one third (32 percent) were there at least once a week.

Participant Impact

For the most part, the impact of the Lunch 'N Books program appears limited to the content and format of the program (i.e, book reviews and discussion). Somewhat more than one third (40 percent) of the participants indicated that they have a greater desire to read since attending the program (Figure 3).* However, the increased motivation to read seems concentrated on the printed medium covered in the program (i.e., books), where

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* To increase survey validity, the survey used at East Meadow asked respondents to indicate the degree to which they have changed on a given item (e.g., frequency of library use) and the degree to which any change was a result of participation in the program (i.e., no effect, some effect, or much effect). Many respondents had difficulty with this format and failed to answer both the first (degree of change) and second (degree of impact) questions. Thus, failure to answer the impact question could indicate either a lack of understanding or a lack of program impact. To minimize this problem of interpretation, the analysis of East Meadow participant impact focuses on the responses to the first (degree of change) question. Forty-eight of the 56 respondents successfully answered questions of this type.

Choice of the first question apparently does not greatly affect the conclusions to be drawn about the participant impact of the East Meadow program. Almost all respondents who answered both the change and the impact questions credited the program with effecting the increase. For example, 16 of the 18 respondents who report liking to read more since they began attending the program, and who answered the impact question on this item, attribute the increase at least in part to the library program.

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact Young Adult/ Adult (N=48)
General	
Affect:	
Like to read	40%
Like the library	66
Feel good about yourself as a person	34
Behavior:	
Read books	54
Read magazines	22
Finish books you start	28
Visit bookstores more	18
Skills and Knowledge:	
Understand what you read	49
Know where to get the information you need	30
Know how to use the library	24
Know what's going on in your community	52
Program Specific	
Affect:	
Want to learn new things	61
Behavior:	
Read reviews of books, plays, movies	42
Read new kinds of things	32
Go to the library more	46
Participate in group discussions	36
Use the library differently	14
Skills and Knowledge:	
Be critical of what you read	55

a majority (54 percent) report increased reading behavior. Similarly, 42 percent indicate that they now read more reviews of books, plays, movies and the like. In contrast, only a fifth (22 percent) report that they read more magazines. In addition, there is little evidence that many participants are more likely to finish books they have started (28 percent) or visit bookstores more (18 percent). Thus, it would seem that the effectiveness of the program in increasing reading behavior is concentrated on books.

The fact that less than one half of the respondents reported change in reading in general may be attributable to the already high level of reading activity described in the previous section. Figure 4 does reveal more change among those who previously had less active reading behavior patterns. Among those who went to the library less than once a month before the program, two thirds (67 percent) report an increase in their book reading. The corresponding figure for those who went to the library more than once a month is only 29 percent.

An increased degree of reading comprehension and criticality appears to have been brought about by the program. Half of the respondents (49 percent) state that they now can better understand what they read. Somewhat more (55 percent) think they are now more critical of what they read than they were before attending the program.

To a lesser extent, the participants report a broadened scope of interests as a result of their experience. Almost one third (32 percent) can describe in writing new kinds of things they have read since they began attending the discussion meetings. One respondent, for example, reports that she reads more "current events." Another names "art magazines and science fiction." A third reports reading more "books on more varied subjects, heavier types of reading." A much greater number (61 percent) state that they want to learn new things.

There is little evidence to indicate that the Lunch 'N Books program has fundamentally altered the relationship of its participants to the library facilities. While almost half (46 percent) say that they go to the library more, only one quarter (24 percent) report any increase in their ability to use the library. Even fewer (14 percent) report that they use the library differently. Somewhat more (30 percent) say that they know better where to get the information they need as a result of their participation.

Beyond the program specific increase in book reading, an important effect of the program seems to be a measurable withdrawal from the traditional television entertainment fare of the suburban housewife and a corresponding increase in more "intellectual" pursuits. Figure 5 reveals that while a third of the participants report watching less television in general, a majority (55 percent) report an increase in their viewing of educational television. In addition, by getting housewives out of their homes and into a group intellectual environment, the program has

FIGURE 4

PROGRAM IMPACT ON BOOK READING

Library Use Before Program	Percentage Reporting Increase
Less than once a month	67%
Once a month	67
More then once a month	29

FIGURE 5

PROGRAM IMPACT ON TELEVISION USE

Change Measure	Change in Use (N=48) Still Don't Do	Do Less	Do Same	Do More
Watch television	4%	33%	59%	4%
Watch educational TV	11	2	39	48

FIGURE 6

POSITIVE CHANGE BY EDUCATION OF PARTICIPANT

Change Measure	Education of Participant High School Graduate (N=17)	Some College (N=13)	College Graduate (N=7)
Read books more	53%	62%	29%
Read reviews more	47	42	0
Participate in group discussions more	40	20	50
Go to library more	60	46	14
Know how to use library better	20	18	0
Understand what you read better	47	70	14

heightened community awareness among the participants. Over one third (36 percent) report an increase in their participation in group discussions, and over half (52 percent) claim that they know better what is going on in their community.

The evidence presented above suggested that the participants most affected by the Lunch 'N Books program were those who had the least active prior reading and library use patterns. Further analysis reveals that there is a pattern of high program impact among the least educated and correspondingly low program impact among the most educated. Figure 6 illustrates this finding. With one exception (i.e., participation in group discussions), change is higher among those who are not college graduates than among those who are. Perhaps the essence and meaning of this relationship is best stated by the high school graduate who said: "I have come to love the library at East Meadow. It has opened a world of activity and interests to me."

Library Impact

The success of the Lunch 'N Books program has led to extensions of the program to times when men and working women can attend. A Bagels 'N Books special session was successfully held on one Sunday. At least one other library in the area has adopted a similar program and called its version Literary Luncheons.

Community Impact

Neither the related program surveys nor the program staff noted any program impact on other individuals besides program participants. It is true that individual sessions, like the review of Silberman's *Crisis in the Classroom* near school election time, attract some people for a single time only. These people may return to their families and places of work with a different point of view. One member of the program staff suggested that educational progressives won the school board election partly because of citizen mobilization resulting from the discussion of *Crisis in the Classroom*.

Factors Related to Effectiveness

The effectiveness of Lunch 'N Books depends primarily on the quality of the speakers. The comments of participants attest to this conclusion. One participant stated, for example, that the thing she liked best about the program was that "most of the speakers were very interesting." Fifty percent of the participants stated that the speakers were "interesting," "stimulating," or "entertaining" in response to the question about positive aspects of the program. The nature of the topics was cited by only 20 percent of the respondents. This is probably a result of the balance in topics and books sought and obtained by the program staff. They made the decision not to have all topics be choices of immediate popular interest; as a result, participants see the speakers more than the topics as positive aspects of the program. In fact, most participants do not read the book before the program session. One participant said that she liked the lecture because "it makes me want to read the book."

The high quality of the speakers, as noted above, is a result of the program staff's experience with the program and their ties to local community institutions. They not only seek interesting speakers, but also make appropriate efforts to evaluate speakers, communicate with sources of speakers such as universities, and appear to handle arrangements professionally.

It may be that the speakers are seen as interesting because alternative sources of entertainment, especially intellectual entertainment, are so sparse for these suburban housewives. One participant said, "I feel this was a worthwhile and enlightening way to spend an afternoon." A second participant said, "I think [this program] is greatly needed here in suburbia [because] we are culturally starved." Another said, "It's something cultural to look forward to in the hum-drum web of a homemaker."

It is difficult to evaluate the contribution of lunch to the effectiveness of the Lunch 'N Books program. Several participants voiced dissatisfaction with the lunch, calling it "too expensive" or "not necessary." (It now costs $1.75 per participant, and the library director reports that only one participant regularly buys lunch.) Over the years, the number of women buying the library-ordered lunch has dwindled. The majority of women bring their own lunches or arrive at 12:30 just before the speaker begins. The program staff are considering changes in the luncheon format which include eliminating the lunch altogether, offering dessert only, and encouraging participants to bring their own sandwiches. Some of the staff are reluctant to part with the lunch part of the program, for this, they feel, is the "gimmick" which makes Lunch 'N Books different from an ordinary book review program. They believe that the opportunity for luncheon out with friends is an appealing and important program feature for many participants. However, from the observers' perspective, the appealing element of the program seems to be that the staff values special touches and unique attractions, and strives to provide them. Whether these attractions are luncheons or desserts may not be as important as the staff's desire to make the program special.

CASE STUDY NO. 23

Senior Adults Read
and
Special Service Cluster for the Aging
Dallas Public Library
Dallas, Texas

I. Program Description

Introductory Summary

The Community Education Office of the Dallas Public Library funds a Special Service Cluster for the Aging. Programming and services include delivery of special book collections to community centers, convalescent homes, and housing units for the aged, and frequent programs of book reviews and literary readings. The special book collections are distributed to participants by volunteer libraries in each center. Part of the Service Cluster is the "Senior Adults Read" section of the library, which serves as a clearing house for information needed by the aging, and a referral service for solutions to their problems.

The program director, Mrs. Jean Brooks, handles almost the entire program herself. An integral part of the Dallas Public Library, the program leans heavily on relations with community agencies. The estimated total cost of the program for fiscal year 1970 is $18,925.

Goals

The main goal of the program is to make the library a viable and well-utilized community service agency to meet the educational, informational and recreational needs of the aging. Development of book and film collections and book lists for the aging is an integral facet of program goals. Promotion of reading as a rightful "activity" for the aging and the use of "books as a buffer against withdrawal" from the world are further aspects of the main intent.

Target Group

The target group is the aging who live in metropolitan Dallas. There 88,000 people over the age of 65 in the city.* Eighty percent live alone; 15,000 are on Old Age Assistance; most of the total could justifiably be called economically "disadvantaged." Their mobility is limited, so that they cannot get to library facilities themselves nor personally track down the information needed in their daily living. The program hopes to reach these people through the agencies and community centers serving them.

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* "Goals for Dallas," as quoted in "Community Education Programming--Priority Programs to Be Developed Through 1975," Community Education Office, Dallas Public Library.

Origin

"The project," according to Mrs. Margaret Warren, Community Education Coordinator, "has grown by itself, and we just cooperated by helping it out." It started in 1960 as part of the Extension Service of the Dallas Public Library "Popular Library" division to supply interesting reading to agencies serving the aging. It was transferred to Community Services in 1969 with Mrs. Brooks as head. Participation by agencies, and library services to these agencies, have steadily increased over the years. In fact, the number of agencies served more than doubled (from nine to 21) in the year 1970-1971. They range from community centers for the white middle class aged to a garden court housing development for the aging black disadvantaged. About 15 of the sites presently served are retirement and convalescent homes; the rest are community centers. Services provided include programming and book collections of many sizes and foci.

Implementation

Staff

Mrs. Jean Brooks, the institutional services librarian, spends three fourths of her time on planning, administration, programming and selection of book collections for the agencies served. She is a very personable, candid and energetic woman who earned her master's degree in library science after the death of her husband and the departure of her son for college. She attributes her interest and enthusiasm to the fact that she herself is among the aging. She single-handedly does all planning and program execution as well as referral and information provision services to the aging. In addition, she works with deposit collections in 14 other agencies which are not for the aging, but for such groups as juvenile delinquents and unwed mothers. She has originated programming formats and book lists to encourage reading, and has developed the entire referral and clearing house aspect of her service cluster. Mrs. Brooks is independent in servicing the agencies, but is ultimately responsible to Mrs. Warren, who confers with her periodically on program direction and content.

In addition to Mrs. Brooks' time, the program utilizes one day a week of the Community Services secretary and 10 hours a week of a page/driver who delivers the packaged collections to the agencies, and brings back used collections and processes them.

Participant Role

The participants in the program, if viewed as individuals, have little direct say in requesting programming or materials. Mrs. Brooks, however, knows all of her loyal readers and keeps profiles of their wants. She respects their preferences when preparing collections to be sent to their agencies. Through personal dealings in collection delivery and programming, she knows the character of each agency and takes this into account in making her book selections.

Physical Plant and Materials

Mrs. Brooks and her secretary have office space in the Community Services Division in the basement of the Dallas Public Library. Storage space for the program's special collection of books, records, and tapes is nearby.

The program's collection consists of large-print books, newer books of interest (its monthly book-buying budget is around $100), and a small collection of special films and tapes of interest to the aging. In addition, full resources of the main library are available to Mrs. Brooks for the program's use. She is often to be seen rummaging in the Popular Library stacks for large-print books or preferred authors.

The Special Service Cluster for the Aging has three foci:

- Extension service, including programming and provision of collections to homes and centers for the aged;
- Coordination, cooperation, and mutual referral with other agencies dealing with needs of the aging; and
- Publication and distribution of information materials for the aging and those who work with them.

Programming and Extension Collections. This aspect of the program makes library services accessible to the aged. Book review programs are presented often in the agencies served. Either Mrs. Brooks or a member of the library public relations staff prepares a short talk on a book and reads excerpts. The program never exceeds one half hour in total length, after which time the aged present are encouraged to select books from the collection chosen for them. Collections are checked out for two months at a time to the institutions served. A volunteer librarian in each center administers the collections. Books on health, nutrition, physical fitness, and hobbies are included in every collection. Coordination of book choice with specific agency activities, interests, and ethnic composition is attempted. In general, religious and inspirational books are very popular, while "distasteful" plots and "bad language" are avoided. Large-print books are specifically advocated as a boon to those with failing sight; and while the program does not itself distribute "talking books," it will refer such requests to the State Library agency which administers them.

The program observed on June 9, 1971 at a convalescent home stressed the work of Kahlil Gibran and featured readings from The Prophet. In addition, books from the new deposit collection were shown and described.

Many of the books selected were on crafts--such as decoupage and macrame --similar to what the participants were doing in their occupational therapy classes.

Also belonging in a discussion of programming are the book lists and reader lists kept by Mrs. Brooks and the clearing house functions of Service for the Aging. "Reader's Choice Top Ten" lists are compiled each month and distributed with collections. They are used to inspire the reading of relatively unfamiliar books as well as to inform readers of what their peers are reading. Names of active readers and the books they have checked out over the months are maintained. Books on their recorded interests are sent to them as well as books they have specifically requested. The program also distributes useful material from other agencies with its collections. A typical example is the free U.S. Department of Agriculture information on nutrition for the aging. Individual reference questions are handled by phone from Mrs. Brooks' office. Often, but not regularly, books are mailed out to satisfy specific written and telephoned requests.

Coordination and Cooperation with Other Agencies. Mrs. Brooks acts as a one-woman consulting service to libraries and other agencies that wish to develop their own library services for the aging. She attends and speaks at conferences, workshops, and seminars on the needs of senior adults. In addition, she sets up, on request, exhibits of relevant materials and furnishes informational material on "how to retire gracefully." She has been an active participant in Senior Citizens Month and in the Governor's Conference on Problems of the Aging.

Publication and Distribution of Information. In addition to disseminating information provided by others, such as the U.S. Department of Agriculture, the library develops and distributes its own materials. Service for the Aging publications include--besides the aforementioned "Reader's Choice Top Ten" lists--a film list and a booklet, "Senior Adults Read," the latter compiled from favorites on monthly lists which are available in large-print editions. Mrs. Brooks' most ambitious undertaking in the publication field is a detailed directory listing community services of special interest to Dallas senior adults, such as Hospitality House Community Center, retirement clubs, locations to obtain low-priced public transportation tickets. The listing contains full descriptions, names of people to call and telephone numbers. A leading Dallas newspaper has promised to bring out a large edition of this attractive booklet and aid in its distribution.

Publicity

Mrs. Brooks handles all program publicity and public relations work herself. She contacts agencies by phone and offers the library's services to them, and goes out personally to speak at agencies, clubs and conferences.

Projected Changes in Program

In the future Mrs. Brooks hopes to expand the consulting, referral, and informational aspects of her services. She also hopes to expand deposit collection service to all agencies in the Dallas area. She would prefer to deemphasize the programming aspects of service to the aged, but feels they are necessary and should be continued. Specific plans include: development of slide/tape presentations of crafts techniques demonstrated by local senior adults; development of a recorded collection of senior citizens' readings of their personal recollections and readings from favorite authors; and expansions of the service cluster to the aged as a resource center.

No plans are made for routine book drop service to senior adults living alone: Mrs. Brooks doesn't feel "it's the library's place" to provide such service and feels its expense alone would preclude it. She contemplates, however, modification and addition of relevant materials for the aged in branch libraries and additional community centers in the sections of town in which many of the aged live. She intends to use recent census data to localize these population pockets in an attempt to provide accessible materials for them.

Relation to Library

The program for the aged is a division of Community Services of the Dallas Public Library. At its disposal are materials from the Public Extension Collection and the resources of the main library--books, films and tapes. Personnel of other departments sporadically aid in programming for the aged, for example through giving talks or news of current books.

The Dallas Public Library, an active library, has many other programs as well, including adult book discussion groups on current and relevant social problems, and an extensive outreach project in the black area of South Dallas.

Relation to Community

Mrs. Brooks works closely with community agencies, and both initiates and maintains contact with them. The agencies include homes and centers to which she offers services, as well as social and informational agencies which supply her with information to distribute and news of their own offerings to the aging.

Program Costs

Estimated real total program costs during fiscal year 1970 were $18,925 (Figure 1). The program is one of the major activities of the Dallas Public Library's Community Education Office and is entirely supported by Dallas Public Library resources.

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional	$7,750	$2,450		$10,200
Nonprofessional		2,265		2,265
				12,465 (66%)
II. Collection				
Books	1,500	375		1,875
Audiovidual	200	50		250
				2,125 (11%)
III. Program Services & Supplies				
Rental Equivalent		3,715		3,715
Supplies		120		120
Transportation		500		500
				4,335 (23%)
TOTAL	$9,450 (50%)	$9,475 (50%)		$18,925

Direct program expenditures account for 50 percent of total program costs. These expenditures include the institutional services librarian, Mrs. Brooks, who commits 75 percent of her time to the program and to the maintenance of a special collection of books and audiovisual materials for use with the aging.

Library system supporting services represent the other 50 percent of total program costs. These include a 20 percent time commitment by the Community Education Coordinator, Mrs. Warren, a 25 percent time commitment by the Community Education Office's secretary, and a total of 10 hours per week of page/driver services. The library system supplements the program collection with additional books and audiovisual materials. One hundred fifty square feet of office space and 500 square feet of storage space are provided for operating the program. Supplies are furnished, and automobile/van transportation estimated at 5,000 miles per year and costed at 10 cents per mile is provided.

Overall, staff requirements constitute 66 percent of total program costs, and services and supplies represent an additional 23 percent.

The supporting library/library system, the Dallas Public Library, had total expenditures of $4,927,266 during fiscal year 1970. Its supporting services to the program therefore account for 0.2 percent of its total expenditures and total program costs account for 0.4 percent.

A high estimate of annual total program costs would be based on the following assumptions:

- Staff requirements are 25 percent higher than originally estimated;
- Library system support for the program collection is doubled;
- Floor space requirements are 10 percent higher than originally estimated;
- Estimated cost of supplies is doubled; and
- Transportation requirements are costed at 20 cents per mile because a full size van with relatively high operating costs is required.

The high estimate would be $23,960, which is 26 percent higher than the best estimate.

II. Program Effectiveness

Summary of Program Effectiveness

The Dallas Senior Adults Read program has been effective in promoting book reading, but its impact in other areas has been relatively limited (Figure 2). Black participants and participants with less than a high school education report the most program impact.

Excellent cooperation has been obtained from staff in other departments of the library. Impact on the community is apparently confined to those agencies and organizations serving the aging, but here the interaction, as reported by the agencies themselves, has been considerable.

Penetration

The Dallas Public Library Special Service Cluster for the Aging serves over 2,000 senior adults who live in, stay in, or visit 21 community centers, housing developments and homes. No senior citizens who live alone are served.

The Young Adult/Adult Communications Survey was administered by TransCentury Corporation interviewers to 70 program participants in seven of the 21 locations.* Fifty-eight (83 percent) of the respondents were white, the remainder black. As expected, most participants have little current income. Two thirds report less than $3,000 current income and only 18 percent have incomes greater than $5,000.

The participants interviewed have a wide variety of educational backgrounds. Over a third (39 percent) have never finished high school. Conversely, 17 percent have graduated from college and one half of this group has had some graduate work.

Participant Impact

The pattern of responses in Figure 3 clearly indicates that the Special Service Cluster for the Aging has had limited impact on its participants. A majority (62 percent) of the respondents report reading more books because of the program, but less than half (41 percent) say they like to read more and only 29 percent understand better what they read.

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* The sites included four retirement homes occupied by middle class whites, a community center serving whites of a wide economic range, and two predominantly black retirement homes. At each of the sites an attempt was made to contact every other participant from lists provided by the program director. Over 85 percent of those sampled were interviewed, but difficulty in obtaining interviews from the designated participants varied greatly by site.

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: None Impact: None	Goal: Promote reading Impact: Read books (62%)	Goal: None Impact: None
Non-Print	Goal: None Impact: None	Goal: Provide recreation; stop withdrawal from the world Impact: None	Goal: Provide education, information Impact: None

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact
	Young Adult/Adult (N=70)
General	
Affect:	
Like to read	41%
Feel good about yourself as a person	26
Like the library	39
Behavior:	
Read books	62
Read magazines	29
Watch educational TV	7
Skills and Knowledge:	
Know where to get the information you need	25
Know how to use the library	22
Understand what you read	29
Program Specific	
Affect:	
Want to learn new things	48
Behavior:	
Read newspapers	22

There does seem to be a racial difference in the reported impact of the program. Figure 4 reveals that blacks give the program more credit for changing their reading behavior and comprehension. In both cases, a substantially greater percentage of the black participants report program impact.

However, this difference may be at least partly attributable to the educational differences between whites and blacks in the sample. Among the former group less than one third have not completed high school. Most blacks, on the other hand, fall into the category of lowest schooling. Figure 5 shows that those who are less well-educated report more impact in the area of reading comprehension. While there is not an identical relationship regarding increased book reading, it is still true that those with less than a high school education report the most program impact.

The major impact of the program on reading behavior seems limited to book reading (Figure 3). For both magazines and newspapers, less than one third (29 percent and 22 percent, respectively) of the senior citizens maintain that their participation in the program has affected their reading habits.

While it is apparent that the principal impact of the program is basically limited to book reading, there is statistical and other evidence that the senior citizens who participate do like the program, are, to a degree, stimulated by it, and are grateful for the services it provides. Almost half (48 percent) of the respondents say that they want to learn new things because of the program. One woman said, "There's some things I don't understand, but that don't mean I don't like it. There's something in there I need to learn and I can learn." Another said, "It always keeps you alert because it's a lot going on. The more you read the more you learn; you never get too old to learn."

There is some evidence of an increase of positve affect toward the library. Almost two fifths (39 percent) say they like the library more because of the program and over three quarters (78 percent) say they have gotten what they want from it. Typical among the comments about the program were the following:

> I think it's a help to so many people. I think our librarians are splendid with their information. It's a real asset to the home.
>
> I'm grateful that we have one here available for the home. The ladies who have been in charge have been quite efficient.

Library Impact

The program has become a salient and well-valued part of the Dallas Library. Mrs. Brooks is aided in programming and obtaining materials

FIGURE 4

PROGRAM IMPACT BY RACE

Change Measure	Race White (N=57)	 Black (N=12)
Read books more	58%	83%
Understand better what you read	18	83

FIGURE 5

PROGRAM IMPACT BY EDUCATION

	Schooling		
Change Measure	Less than High School	High School Graduate	College
Understand better what you read	44%	26%	21%

by volunteers from other library departments, notably Publicity (for programming) and the Popular Library (for supplying specific requests).

Community Impact

Mrs. Brooks maintains good relations with many agencies. A telephone sampling of 13 homes for the aged, centers, and social service agencies revealed that all knew her and had worked with her. Of a sample of five of the homes and community agencies now served, four were first contacted by Mrs. Brooks. In the sample of eight referral and social service agencies, six definitely cited Mrs. Brooks' first contact with them as the beginning of mutual referral and programming. Agencies cooperating with Services to Seniors include: the National Council on Aging, the Dallas County Library Division for the Blind and Physically Handicapped, Senior Citizens of Greater Dallas, Inc., and the Dallas County Committee on Aging.

Factors Related to Effectiveness

Mrs. Brooks' vigorous, aggressive, and professional approach has been responsible for the program's development and rapid growth. Though she claims that "any fool can make up and distribute these collections" and that if she "could do 20 agencies, any librarian could do three or four in her own community," it is obvious that the success of the Dallas program is a direct consequence of her personality and ability and work. Her personal solicitation of requests for services and participation in community functions has made the Dallas community sensitive to the needs of the aged and interested in meeting them.

The materials used in the programs are attractive and relevant, and are provided with a minimum of red tape. Books are in good condition, inviting, and replenished often. Access to main library collections provides a wide selection of materials. Publicity materials and the directory are cleverly designed and easy to read and use. The emphasis on large-print books and, recently, on records and tapes helps overcome objections to reading posed by the failing sight of many of the elderly.

Unfortunately, the program routinely provides books only to those senior adults who live in communities of the aging; the 80 percent of the aging who live alone are not served by the present program.

CASE STUDY NO. 24

Reading Improvement Program
Brooklyn Public Library
Brooklyn, New York

I. Program Description

Introductory Summary

The Reading Improvement Program, sponsored by the Brooklyn, New York, Public Library, offers free instruction in reading to adults over the age of 18. Functional illiterates (reading on less than a sixth grade level) receive one-to-one tutoring by regular staff reading specialists or volunteer tutors. Developmental readers (from seventh grade to college level) who wish to improve their reading speed and comprehension are offered six-week day and evening courses which are taught twice a week for two hours by program staff.

The program is a branch-level division of the Brooklyn Public Library System, which supplies the estimated annual budget of $29,715. All planning and operations are the responsibility of the program itself.

Goals

The program's main goal is the development of reading skills and concomitant increase in reading affect and behavior. An initial goal at inception of the program was to see if library trainees--personnel completing an M.L.S. while working in the library--were as effective reading teachers as reading specialists. This was proved true, and library trainees have continued to do the bulk of the classroom teaching.

Target Groups

The program is aimed at adults and young adults, 18 and over in the New York City area, who are motivated to learn to read or to improve their present reading skills.

Origin

In 1953, Mr. Richard Keller, then a librarian, and at present the director of the Reading Improvement Program, suggested a reading improvement curriculum as part of library operations. In 1955, the program was begun with a large grant from the Carnegie Foundation of New York, personnel from Brooklyn College, and space in the Brooklyn Central Library. Later the program became a part of the Brooklyn Public Library with Mr. Keller as director. In 1969, program facilities were moved from the main library to the Brooklyn Heights Branch, in a less accessible part of the borough.

Implementation

Activities

The program consists of straightforward, fairly traditional tutoring or classes in reading. Up-to-date materials and machines (see below, Facilities and Materials) are used, but the emphasis is on the use of print. Instructions point up some of the practical, instrumental values of reading knowledge (e.g., newspaper reading strategy, ability to fill out and understand forms and applications), but in general reading itself is stressed. A Reader's Advisory Service is offered to provide appropriate and interesting supplementary reading for participants who want it. The staff believe in quantitative measures of reading speed, comprehension, and grade level, and communicate this pedagogic concern to their students.

Staff

Mr. Keller and a full-time library trainee, both reading specialists, teach all the classes and handle the bulk of the tutoring. In addition, two volunteer tutors, both college graduates, offer their services one evening a week, and a full-time clerk-receptionist helps with administrative work. Mr. Keller has been involved in the program since its inception and has gained his experience in reading instruction while running the program. A full-time professional librarian, he has taught a course on reading improvement and libraries at Pratt Institute. All staff are committed to a professional pedagogic approach to reading as a behavior which can be taught by traditional methods (skimming strategies, phonetics, machine-pacing) to motivated learners.

Facilities and Materials

The program is housed in three soundproofed rooms on the second floor of the Brooklyn Heights Library. The rooms are specially set up for reading work. A reception room contains tables and easy materials for remedial readers, as well as clerical facilities. A large classroom is arranged for the developmental courses. A third, small room is used for preliminary testing and materials storage.

The program has special reading machines which participants use on their own or with an instructor's help. These include 10 reading accelerators, one i.t.a. typewriter, one Language Master (a machine which plays short tapes and visual displays of separate sounds and words) and a special slide projector with accelerator.

Many printed materials (five to 15 copies of each) are maintained for class and individual use. Among them are high school and college dictionaries, reading texts such as Leedy's Read with Speed and

Precision and Reading Improvement for Adults. Sets of Spanish-English materials for Spanish speakers are also maintained. Two sets of S.R.A. graded materials are maintained for individuals to use. In addition, participants may borrow adult high-interest, easy reading paperbacks (e.g., Cleaver's Soul on Ice or Segal's Love Story) from the program's collection of about 200.

Enrollment Procedure and Class Format

Each prospective participant is given a preliminary assessment of his present reading level, comprehension and vision. This testing is done at the program center. His profile is recorded and classified by reading level. Participants with less than a sixth grade reading level begin one-hour tutoring sessions once or twice a week as soon as a tutor can be scheduled to see them; they may continue as long as they wish to receive tutoring, and may also enroll in a remedial class when one is made available. Developmental readers cannot be placed in classes until enough volunteers of the same level are on record (generally 12 to 15 are necessary) to warrant scheduling a class. The reader's name is kept on file and he is notified when a class for his reading level is scheduled. If he cannot take the first class offered, he is generally offered the next appropriate class arranged. Developmental readers may take one, and only one, six-week, 12-session course. Each session lasts two hours. Courses are given all year around, but the bulk are offered during the academic year.

The eighth grade level class observed May 27, 1971, was typical of the Reading Improvement Program's developmental reading courses. The session from 2:00 to 4:00 P.M. was attended by 10 eighth grade level participants. The library trainee was the instructor at this session. The first half hour of the session was devoted to the study of vocabulary through the understanding of Latin and Greek roots. The balance of the session, usually concerned with reading strategies, was taken up with a discussion of newspaper reading strategies, using the New York Times as an example. The instructor encouraged participants to read the Times (considered ninth grade level) rather than the seventh grade level New York Post or the fifth grade Daily News.

Planning and Participant Role

The Reading Improvement Program plans its own programs and petitions for its own funds. The participants have little say on questions of procedure, materials used, or class emphasis. Their opinions are solicited at the end of every course, but Mr. Keller finds "a general liking" for the course and materials, and has found "no need to change courses radically because of these opinions."

Participants voluntarily attend the program. In addition to classes and tutoring, they come on their own to the program center to use reading machines and materials as well as to receive the Reader's Advisory Service.

Publicity

A variety of publicity techniques are used to inform people about the program. Mr. Keller cited television and radio spots (free public service announcements), posters in libraries, brochures, and handouts as the most important. He feels word-of-mouth information from former students to be especially important in motivating prospective participants. Some participants are initially referred to the program from social service or poverty agencies.

Changes in the Program

The program has tried with mixed success to reach people with lower levels of reading ability and to extend service to the Spanish-speaking. In 1968-1969, the program attempted to limit its target groups to those adults reading below a 12th grade level only, and intensified publicity campaigns to interest this segment of the population, whose needs Mr. Keller felt to be greater than those of people already reading on a 12th grade level. When only 70 eligible students applied, and 102 readers over 11th grade level were turned away, Mr. Keller decided to revert to his original policy--"anyone over 18 years of age is eligible, no matter what his reading level is."

In 1970-1971 Mr. Keller ran an experimental course in spoken and written English for Spanish speakers. The class met from 10:00 A.M. until noon three times a week. Maximum attendance never exceeded five. It stressed English conversation, vocabulary, grammar and reading in English. But the group fell apart, for three reasons: people in the group from different Spanish-speaking cultures and social classes disliked each other; they lacked motivation; and they found the daytime scheduling impractical. Mr. Keller was forced to discontinue the class. He is still willing to take in Spanish speakers in the on-to-one tutoring sessions.

Another change occurred in 1969 when the program's headquarters were moved from the Brooklyn Main Library to the Brooklyn Heights Branch. The number of applications dropped precipitately because of the new location's comparative inaccessibility, a relatively unsafe

neighborhood around the branch, and lack of knowledge about the move After an intensified publicity campaign, the number of applications returned to former standards.

Mr. Keller neither plans nor anticipates future changes in the program. He hopes to be able to keep on working in the present format but wants to reach a larger target group of more motivated individual participants.

Relation to Library

The Reading Improvement Program is a branch level of the Brooklyn Public Library System. Its funding and planning are autonomous from other branches, including the one in which it is housed. The program and the Brooklyn Heights Branch have no operations in common, but the resources of the branch are available to participants. Mr. Keller encourages all participants, and requires remedial readers, to obtain a library card.

Relation to Community

The program maintains informal referral relations with Brooklyn social welfare agencies. These agencies occasionally refer prospective participants to the program. Such agencies include the New York State Employment Youth Opportunities Council, the New York State Employment Service, and the Brooklyn WINS program. Referrals have also been received through the New York Board of Education, Brooklyn College, SUNY Urban Center and the Community Council of Greater New York.

Program Costs

Estimated real total program costs during fiscal year 1970 were $29,715 (Figure 1). The program's budget is provided through a grant from the Carnegie Foundation of New York, minimal system support, and volunteered services.

Staff requirements constitute 92 percent of total program costs. The staff consists of a librarian, a library assistant, a clerical worker, and two volunteers. The program collection consists of books and periodicals and represents three percent of total program cost. Program supplies and an imputed rental equivalent of $1,060 account for the balance. Direct program expenditures account for 93 percent of total program cost; and library/library system supporting services and non-compensated services represent five percent and two percent respectively.

FIGURE 1

PROGRAM COSTS

Cost Type Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional	$20,550		$750	$21,300
Nonprofessional	6,040			6,040
				27,340 (92%)
II. Collection				
Books and Periodicals	1,015			1,015 (3%)
III. Program Services & Supplies				
Program Supplies		$ 300		300
Rental Equivalent		1,060		1,060
				1,360 (5%)
TOTAL	$27,605 (93%)	$1,360 (5%)	$750 (2%)	$29,715

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Mr. Keller neither plans nor anticipates future changes in the program. He hopes to be able to keep on working in the present format but wants to reach a larger target group of more motivated individual participants.

Relation to Library

The Reading Improvement Program is a branch level of the Brooklyn Public Library System. Its funding and planning are autonomous from other branches, including the one in which it is housed. The program and the Brooklyn Heights Branch have no operations in common, but the resources of the branch are available to participants. Mr. Keller encourages all participants, and requires remedial readers, to obtain a library card.

Relation to Community

The program maintains informal referral relations with Brooklyn social welfare agencies. These agencies occasionally refer prospective participants to the program. Such agencies include the New York State Employment Youth Opportunities Council, the New York State Employment Service, and the Brooklyn WINS program. Referrals have also been received through the New York Board of Education, Brooklyn College, SUNY Urban Center and the Community Council of Greater New York.

Program Costs

Estimated real total program costs during fiscal year 1970 were $29,715 (Figure 1). The program's budget is provided through a grant from the Carnegie Foundation of New York, minimal system support, and volunteered services.

Staff requirements constitute 92 percent of total program costs. The staff consists of a librarian, a library assistant, a clerical worker, and two volunteers. The program collection consists of books and periodicals and represents three percent of total program cost. Program supplies and an imputed rental equivalent of $1,060 account for the balance. Direct program expenditures account for 93 percent of total program cost; and library/library system supporting services and non-compensated services represent five percent and two percent respectively.

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional	$20,550		$750	$21,300
Nonprofessional	6,040			6,040
				27,340 (92%)
II. Collection				
Books and Periodicals	1,015			1,015 (3%)
III. Program Services & Supplies				
Program Supplies		$ 300		300
Rental Equivalent		1,060		1,060
				1,360 (5%)
TOTAL	$27,605 (93%)	$1,360 (5%)	$750 (2%)	$29,715

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A high estimate of annual total program costs would be $35,800, which is 25 percent higher than the best estimate.

II. Program Effectiveness

Summary of Program Effectiveness

The Reading Improvement Program has improved the reading skills, behavior, and affect of adults of varied racial/ethnic, income, and occupational backgrounds. The program seems to have had little impact in related intellectual areas (see Figure 2).

No impact on the Brooklyn Public Library was indicated or intended. The program has received several inquiries from people interested in teaching remedial reading to adults.

Penetration

The current invitation to "anyone over 18 years of age. . . no matter what his reading level" has attracted a markedly heterogeneous clientele to the Brooklyn Public Library Reading Improvement Program. For the purposes of this survey, both current program participants (57 percent) and program graduates (43 percent) were sampled. Most of the interviews (82 percent) were administered orally by TransCentury interviewers.

The survey data reveal the widely varying backgrounds of program participants. Of those interviewed, 55 percent are women. Forty-eight percent are black, six percent Spanish-surnamed and 44 percent other caucasians. One third (31 percent) of the participants have less than high school educations, and 14 percent have college degrees.

Age and income variations are equally broad in the sample. While 44 percent of the participants are under 30, a third are over 40. Almost half (45 percent) of the respondents report family incomes between $5,000 and $10,000; a third report higher incomes.

The widely varying backgrounds of the participants are also reflected in the reasons they give for first coming to the program. For some, the Reading Improvement Program represented an opportunity to develop the most basic reading skills. One respondent said he came because he "wanted to know how to read." Another said, "Because I can't read too well and I want to learn how to read." For others, the program had attraction as a remedial vehicle: "I was having trouble with my reading. . . . I wanted to understand what I was reading more." Professional reasons were given by some respondents:

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: To increase reading affect Impact: Like to read (84%) Like library (78%) Want to learn new things (82%)	Goal: To increase use of print materials Impact: Read books (76%) Read magazines (51%) Finish books you start (63%) Read newspapers (63%) Read new kinds of things (73%)	Goal: To develop reading skills Impact: Understand what you read (88%) Be critical of what you read (77%)
Non-Print	Goal: None Impact: Feel good about yourself as a person (63%) Gotten what you wanted from program (89%)	Goal: None Impact: None	Goal: None Impact: Know where to get the information you need (72%) Know how to use library (68%)

"I need help in taking my high school equivalency. I can only get into nursing school if I pass the high school test." "To improve language and speed for job as precis writer in federal court." A fourth reason given often is improvement in reading speed: "Slow reader and wanted to increase reading speed." "Because I have very little time and could cover more material."

Participant Impact

Figure 3 outlines the responses given by the program participants regarding program impact. In general, the pattern of reported impact conforms to the content and purpose of the program.

Appropriately, the major brunt of program impact is in the area of reading affect, behavior, and skills. Large majorities of the current and former participants like to read more, read more books, and understand better what they read (84, 76, and 88 percent, respectively) because of their program experience.

Although somewhat fewer of the respondents are reading more magazines (51 percent) and newspapers (63 percent), almost three quarters (73 percent) say they are reading new kinds of things. As with the reasons for joining the program, descriptions of new kinds of things being read vary widely according to the backgrounds and interests of the participants. Among the responses offered were, for example, the following:

- Novels and the news;
- Psychology books;
- Scientific magazines;
- Poetry, essays; and
- New York Times (daily), Ladies Home Journal, Good Housekeeping, "all other" available materials.

The strictly reading orientation of the Reading Improvement Program seem to have limited short-run program impact in other intellectual areas. For example, less than one third (28 percent) of the respondents say they watch more educational TV and only one quarter participate more in group discussions. Very few of the participants report going to more concerts (nine percent), lectures (13 percent) or museums (22 percent).

It is interesting to note that the reported program impact is equally strong among present program participants and program graduates.

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact
	Young Adult/ Adult (N=97)
General	
Affect:	
Like to read	84% (N=83)
Feel good about yourself as a person	63
Like the library	78 (N=83)
Behavior:	
Read books	76
Read magazines	51
Watch the educational TV channel	28
Finish books you start	63
Skills and Knowledge:	
Know where to get the information you need	72
Do well in school (if you are in school)	75 (N=40)
Know how to use the library	68
Understand what you read	88
Program Specific	
Affect:	
Get what you wanted from the program	89
Want to learn about new things	82
Behavior:	
Read newspapers	63
Participate in group discussions	25
Go to bookstores	40
Read new kinds of things	73
Go to concerts	9
Go to lectures	13
Go to museums	22
Skills and Knowledge:	
Be critical of what you read	77

Although we might expect the latter group to give the program less credit as they become more removed from the experience, Figure 4 reveals this is not so.

To a certain degree, it would appear that there are impact differences according to race and prior library use. Figure 5 shows that blacks have credited the Reading Improvement Program for more change in reading activity and comprehension. This difference may also be a reflection of differences in prior library use. Figure 6 indicates that those who used to go to the library more often experience a greater degree of program impact.

Participants seem to like the staff and feel comfortable with them. As one foreign-born participant said,

> The first day I was nervous. I was cold, bashful, but after I could relax there. There I feel a little bit better after he told me people of this country don't want to learn as much about their own language.

Another remarked, "I have lots of confidence in the teacher--she gives me confidence."

Participants noted one drawback, the limited program time, of which program staff are well aware:

> It takes you so long to make progress. One day a week would take too long for final results to be good enough.
>
> Wish it were longer and that you could come back and retake it.
>
> It wasn't long enough. I need more discipline. I am a mother of three children.

The teaching methods used in the program apparently appeal to the participants.

> I like the methods and extra study aids. They told us to buy, too. In other words I was pleased that there were things I could do on my own outside the class.

Other participants mentioned liking particular techniques such as reading exercises, vocabulary work, dictionary work, skimming techniques, and so on.

FIGURE 4

PROGRAM IMPACT BY PARTICIPANT STATUS

Change Measure	Percentage Reporting Positive Impact Program Participants	Program Graduates
Read books	74%	77%
Understand what you read	88	88

FIGURE 5

PROGRAM IMPACT BY RACE

Change Measure	Percentage Reporting Positive Impact Blacks	Whites
Read books	82%	69%
Understand what you read	93	79

FIGURE 6

PROGRAM IMPACT BY PRIOR LIBRARY USE

Change Measure	Percentage Reporting Positive Impact Less Than Once a Month	Once a Month or More
Read books	84%	66%
Understand what you read	92	84

Library Impact

The program has had little impact either on the branch library where it is located or on the Brooklyn Public Library. Impact in this direction has not been the aim of the program. Although Mr. Keller encourages use of the library, he has no way of estimating how frequently participants use it.

Community Impact

There has been some impact on community agencies in that they make referrals to the program. The program has received inquiries from professionals in the New York area, among them a remedial teacher in a Brooklyn school, a librarian at a Bronx hospital which hopes to start an in-service reading program, and an adult education teacher. Requests for information have also come from Montreal, New Zealand, Cornell University, Ohio, and Texas. Mr. Keller has published a Manual of the Reading Improvement Program* to aid librarians and others interested in teaching remedial and developmental reading to adults.

Factors Related to Effectiveness

Mr. Keller has found that to be effective, a reading class must consist of people at approximately the same level of reading. For this reason, to maintain the class format, the Reading Improvement Program depends on having a large population to draw upon. Program experience has shown that in some cases class enrollment must also be homogenous in culture. The classes for non-English speaking are a case in point.

One-to-one tutoring eliminates the need to wait until a certain number of participants of the same level sign up. Many participants, according to Mr. Keller, also need the individual attention in order to overcome attitudes toward reading that have prohibited learning to read in the past. However, as program staff well know, tutoring requires more staff time. The program so far seems to have achieved a workable balance between classes and tutoring--the former necessitating a waiting period before enrollment, and the latter being more immediately available but limited by staff time.

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* Richard L. Keller, Manual of the Reading Improvement Program, Brooklyn College, Brooklyn Public Library, 1955-1960, 86+ pp.

Participation in the program assumes initial motivation on the part of the enrollee. While there are many people with low reading levels who do not have the necessary motivation, and will thus not be reached by the program, the Reading Improvement Program is nevertheless serving as many people as it can and is operating at top staff capacity. An increase in the number and type of people served would require more funds and more staff.

CASE STUDY NO. 25

English as a Second Language
Lincoln Heights Branch Library
Los Angeles, California

I. Program Description

Introductory Summary

English as a Second Language is a class in English serving from 25 to 30 young adult and adult Spanish-surnamed Americans who speak almost no English. The program, held at the Lincoln Heights Branch of the Los Angeles Public Library, consists of two three-hour classes per week in oral and written English. The program is jointly sponsored by the branch library, which provides space and babysitting facilities, and by the Adult Education Division of the Los Angeles Unified School District, which provides the instructor. The Los Angeles Public Library Federal Project covers the salary of the Lincoln Heights Library community aide who also works with the program. The total estimated cost of the program for fiscal year 1970 was $3,850.

The Lincoln Heights Library is located in downtown Los Angeles in a low income area whose population of 38,000 is approximately 90 percent Spanish-surnamed American. Many of the residents are unemployed, their inability to speak English being a serious barrier to employment. Most of the working population is employed in nearby factories.

Goals

The purpose of the class is to teach the participants English to help them function better in an English-speaking society. Some areas of daily, routine activity in which staff expect that a knowledge of English will be of benefit are helping children with school work, understanding television and radio programs, reading labels while shopping, and filling out applications for employment.

Target Group

The program is aimed at non-English speaking young adults and adults in the Lincoln Heights area. It was originally intended for mothers of families, but when it became apparent that other women and some men were also interested, the target group was expanded to include both men and women, regardless of family status.

Origin

The program originated in 1967 when mothers in the community approached the outreach librarian with a request for daytime classes. The school system gave evening classes in English, but owing to family responsibilities mothers could not attend these. The outreach librarian took the mothers' request to the Abraham Lincoln Adult School. The school was willing to provide a teacher, but could not provide space during the day. Since the Lincoln Heights Library is not open to the public in the morning, it was able to offer the library as a place for class meetings from 9:00 A.M. to noon on Tuesdays and Thursdays, from September to June.

Another difficulty encountered was child care. As the mothers could not afford babysitters, the library offered its basement as a place for the children. Toys were obtained from the Toy Loan Center, a county job-training agency, and the library obtained a babysitter, to whom the mothers pay 25c for each child left in her care.

Even when the problems of space and child care were solved, the program had difficulty attracting participants, according to Mrs. Hermia Justice, the program director and branch librarian. The original publicity consisted primarily of fliers and posters. People did not respond; the fliers were in English. Notices in Spanish met with little better response. In September 1970, only three people signed up for the class. Mrs. Justice reported that it was not until later that month when the library's community aide, Mrs. Cora Villegas, went into the Spanish-American community and knocked on doors, that class attendance and regularity of attendance increased. Mrs. Villegas accomplished in one week what the outreach librarians had been unable to do in two years, Mrs. Justice told site observers.

Implementation

Staff

The program staff essentially consists of two members--Mrs. Villegas, an indigenous, Spanish-speaking community aide; and an Anglo teacher who does not speak Spanish. Despite the fact that Mrs. Villegas had another job, the library courted her until she accepted the federally-created position of community aide.* The library considered Mrs. Villegas especially qualified for the position because she has taken an active role in coordinating citizen task forces and, consequently, is well-known and respected in the community. She works full-time for the library and spends about two and one half hours a week on the program, supervising the babysitter, playing with the older children, and recruiting more local residents.

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* Approximately 29 community aide positions throughout the Los Angeles City libraries were created by means of LSCA funding under the leadership of Mrs. Johanna Sutton, coordinator of the Los Angeles Public Library Federal Project.

The teacher, neither indigenous to the community nor bilingual, knows each participant by name, and seems to be very patient with the students. She has sole responsibility for the planning of class lessons.

Materials

Conducted entirely in English, the program's principal instructional material is a paperback book with pictures, English Step by Step. Since there are not sufficient funds to provide an instruction book (the cost is $1.50) for each participant, some participants have bought their own, but others have not had the money to do so and must share books with their classmates. However, the lessons are not planned entirely around the textbook. The teacher sometimes types out materials for the class to use. Also, much lesson time is spent in verbal exchange and drill in such things as verb tenses, telling time, and pronunciation.

Participant Role

The participants take the class seriously, for it is essential to the accomplishment of their personal goals. As their reason for attending the class, participants most frequently cited being able to help their children, or "the betterment of my children." "It is very important even to know a few words of English--like the kids' grades," explained one participant. Another commented feelingly, "It's awful to have your kids laughing at you all the time." Getting a job or a better job was the second most common explanation given for class attendance, and "I am learning to become a citizen," was the third.

Classes are so planned that a student may progress at his own speed, making it possible for him to miss several classes without feeling he is too far behind to continue. Homework is not expected of the participants, as the teacher feels that they have already enough to do at home.

Facilities

The physical characteristics of the classroom and the nature of the class make hearing difficult. The library itself is a large room with two wings. The class is held in one wing and is separated from the rest of the library only by a few bookshelves, giving it the acoustic properties of a very large room; in addition, the ceilings are high. The class is frequently split into three ability levels, each working independently. While the teacher works with one group, more talented class members help the other two groups, thereby creating a good deal of noise and some confusion.

Publicity

Three types of publicity are employed--fliers in Spanish, word of mouth and personal contact. According to Mrs. Justice, interaction between potential participants and the community aide has been the most successful technique (see Origin, above).

Relation to Library

Although the school district finances the program, the library has taken a very active role, and according to Mrs. Justice, staff feel the program is an important part of the library. The library provides space, incidentals and additional reading materials. More importantly, it has been responsible for attracting participants through its community aide and for originating a babysitting facility for the children of participants.

Programming at the Lincoln Heights Branch Library began to grow when the Los Angeles Public Library received LSCA funds for the Federal Project in 1966. Until then, there was not enough staff. In addition to English as a Second Language, the library now runs, among other activities, an English Class at Senior Citizens' Apartments, a mother and child group, and a poetry club for children. Young adults at the library have now published several issues of a creative writing magazine entitled "The Inner Eye."

Of the ten library staff members, four are now Spanish-speaking.

Relation to Community

The Adult Education Division of the Los Angeles Unified School District furnishes the teacher and program materials. There has been little contact between the library and the school district, and Mrs. Justice feels that little contact is needed because the program works so smoothly.

Program Costs

Estimated real total program costs during fiscal year 1970 were $3,850 (Figure 1). The program does not have an independent operating budget and is entirely supported by existing Lincoln Heights Branch Library resources and services provided by the Los Angeles Unified School District, Adult Education Division.

Library/library system supporting services represent 35 percent of total program costs. Through the LSCA-funded Federal Project, the library provides a community aide who commits approximately 100 hours a year to the program. It also provides the required rooms for six hours' utilization per week for 40 weeks. Classes are conducted in an area of approximately 1,200 square feet and there is an additional facility of 225 square feet downstairs which is used as a babysitting area for children.

The majority of costs (65 percent) are absorbed by the Los Angeles Unified School District. It supplies a professional instructor at an annual salary of $2,420, books at an estimated $50, and supplies such as paper and pencils totaling $50.

The supporting library, Lincoln Heights Branch Library, had total expenditures of approximately $68,600 during fiscal year 1970. This is an approximate figure because only materials costs are broken out for each branch by the supporting library system, Los Angeles City Library. The system had total expenditures of $11,606,850 during fiscal year 1970. Overall, total program costs represent 5.6 percent of the supporting library's total expenditures and a miniscule percentage of the system's.

Overall, staff requirements account for 73 percent of total program costs, with the remaining costs being primarily the rental equivalent for the required physical facilities.

A high estimate of annual total program costs would be based on the following assumptions:

- Staff costs are 10 percent higher than originally estimated;
- Due to infrequent use of the rooms, the square foot-hour price used in estimating the rental equivalent is increased by 50 percent to reflect the premium placed on relatively short-term use;
- Expenditures for books and supplies are doubled.

The high estimate would be $4,700, which is 18 percent higher than the best estimate.

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. **Staff**				
Professional			$2,420	$2,420
Nonprofessional		$390		390 2,810 (73%)
II. **Collection**				
Books			50	50 (1%)
III. **Program Services & Supplies**				
Rental Equivalent		940		940
Supplies			50	50 990 (26%)
TOTAL		$1,330 (35%)	$2,520 (65%)	$3,850

II. Program Effectiveness

Summary of Program Effectiveness

The Lincoln Heights English as a Second Language program has succeeded in increasing the ability of participants to read, write, and understand English. A majority of participants who were interviewed report that they read more books, magazines, and newspapers, watch television and listen to radio more as a result of the program. Over two thirds feel better about themselves as a result (see Figure 2).

The program has led the Lincoln Heights Branch Library to become more attuned to the needs of the local residents. Its effect on the community has been limited to its effect on individual participants.

Penetration

According to its director, the English as a Second Language class regularly attracts between 25 and 30 participants at each meeting. However, on the day of the site visit, only 20 members were present, probably because the program was drawing to a close for the summer.

A total of 50 program participants and three program graduates, chosen at random from a list of present and former participants, were interviewed by the TransCentury Corporation. Of the former group, 35 were interviewed at a program session and 15 at home. All but three of the interviews were conducted in Spanish.

The vast majority of those interviewed reflect the characteristics of the intended target group. Most are female (86 percent) and between the ages 21 and 50 (82 percent). All but three are Spanish-surnamed Americans and over one third (36 percent) say they speak no English in their homes.

The socioeconomic and educational status of program participants is quite low. Over half (62 percent) report family incomes below $5,000 and only six percent say they have incomes over $10,000. Formal schooling is likewise limited. Three fifths (59 percent) maintain that they have never gone beyond elementary school. Only one tenth say they have graduated from high school. This background is also reflected in the participants' previous library utilization. Three fifths of the respondents say that before joining the program they went to the library less than once a year.

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: None Impact: Like to read (53%) Like library (70%)	Goal: None Impact: Read books (87%) Read magazines (68%) Finish books you start (57%) Read newspapers (72%) Read new kinds of things (61%)	Goal: Teach participants English to do things like read labels, fill out applications Impact: Understand what you read (92%)
Non-Print	Goal: None Impact: Feel good about yourself as a person (69%)	Goal: None Impact: Watch television (85%) Listen to radio (68%) Watch new kinds of things on television (76%)	Goal: Increase understanding of television and radio programs Impact: Know where to get the information you need (92%) Know how to use library (85%)

Participant Impact

The English as a Second Language class has had almost universal acceptance and praise among its participants. Virtually all (96 percent) say they have gotten what they want from the program. The pattern of positive response to the program is further revealed in Figure 3.*

The (English) reading ability and behavior of the program participants seems to have been substantially affected. Almost all (92 percent) give the program credit for helping them understand better what they read. A similar proportion (87 percent) say they read more books because of their participation in the classes.

An increase in book reading seems to be a more common experience than increased reading of other print. Approximately the same number of participants read more magazines because of the program (68 percent) as read more newspapers (72 percent).

However, it can be stated that in most cases, the increased reading behavior does not conform to a particular pattern of content. When asked what new kinds of things they were reading since beginning classes, three fifths (59 percent) of the respondents volunteered answers and gave the program credit for their new reading experience. Their answers seem to indicate that each participant pursued his or her own interests. Typical of the responses were the following:

> I like love stories, and things for the home, mostly women's magazines.
>
> I'm reading newspapers and the books and everything I find.
>
> History books, some other books I read about President Kennedy when he died.

A second major area of program impact is the increased use of television. The greater ability to comprehend the English spoken on television has led 85 percent of the participants to watch more. In this case, however, there seems to be a common interest expressed by the participants with regard to their increased use of the medium. When asked what new kinds of things they were intersted in on television, a full three quarters of the respondents volunteered answers and credited

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* The general pattern of high percentages suggests that to some extent the respondents may be giving the program more credit than it deserves in specific areas.

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact
	Young Adult/Adult (N=53)
General	
Affect:	
Like to read	53%
Like the library	70
Feel good about yourself as a person	69
Behavior:	
Read books	87
Read magazines	68
Finish the books you start	57
Watch the educational TV channel	49
Skills and Knowledge:	
Understand what you read	92
Know how to use the Library	85
Know where to get the information you need	92
Program Specific	
Behavior:	
Read new kinds of things	61
Help other people with school work	47
Read newspapers	72
Watch television	85
Watch new kinds of things on television	76
Listen to the radio	68
Get library card for first time	41
Skills and Knowledge:	
Fill out different kinds of forms	26

the new interest to the English as a Second Language class. The majority of responses to this question indicate that the participants are watching news programs, which they can now better comprehend. Among their answers were the following:

> I am more interested now. I understand the news.
>
> The news--I like to see and now I understand better.
>
> The news, and educational T.V.

A third major area of impact is the utilization of the library itself. The majority (85 percent) of the participants report that they know how to use the library better because of their participation in the program. One said, "It has helped in that I know how to use the card catalog and all the facilities." For many, the classes have facilitated their first use of the library. Fully 41 percent credit the program for helping them get their first library card. A large majority (70 percent) say they like the library more because of the program. As one participant put it, "I can read the signs now and you do not feel that you don't belong there."

There are at least two areas in which the program has helped participants meet specific needs in their lives. Many are mothers and in the past have not been able to talk with their children about their school work. Now, almost half (47 percent) report that they help other people with their school work more because of the program.

Another important problem faced by some of the participants is the necessity of filling out the myriad of forms associated with employment, citizenship and taxes. Although this problem is not faced by all of the participants, one quarter (26 percent) did say that they are better able to fill out different kinds of forms.

Participants made several suggestions for changes in the program. First, they felt that classes could be held at different times to avoid schedule conflicts:

> I wish they had them in the evening so my husband could come.
>
> Well, if I was going to stay here, now that I am working, I wish that they would have the class at night, because I have to work.

A frequent complaint was that classes were not held often enough. As one participant said, "I wish they had more classes so we could learn faster." Several participants would also like additional teachers "because our class is too big for one teacher."

One participant felt the quality of the class might be enhanced by "more movie activities and things of that nature." Another change in materials might possibly include use of a different textbook. The text used at present did not appear to site observers to be especially relevant to the unique requirements of Spanish-Americans. It is entirely in English, and even the names are Anglo: "Mr. Reese," "Mr. Smith."

Participants spoke appreciatively of the teacher: "The teacher is so nice and does not get mad at us if we are slow"; "The teacher is very nice and we do not feel funny when we do not know how to say the work"; "I like the teacher--the way she explains things"; "[the teacher] is very good; she makes me feel confident."

The fact that the teacher is Anglo, however, has a negative effect on some participants. One Spanish-American, whose mother and sister had attended the class, reported that they had dropped out because the teacher was not a Spanish-American. He said many of the participants were fearful of the class before Mrs. Villegas contacted them, but overcame their mistrust because she was Spanish-American.

Library Impact

The program has had an impact on the library. A small indication of such impact is the employment of a clerk at the checkout desk one morning per week to enable the students to take out books. A more significant indication is the fact that the staff appear to be becoming more attuned to the needs and characteristics of the Spanish-American community. An outcome of this awareness is an increase in acquisition of Spanish materials and the programming of activities of interest to Spanish-Americans.

As a result of the program, the library is becoming acculturated to the community it is to serve. Previously, such acculturization was much slower--perhaps even nonexistent--due to the selection of personnel by Civil Service. According to Mrs. Justice, who is black, the city government has placed hiring obstacles in the way of all "non-Anglocized" minority members. The library's community aide was hired not by the city, but by the Federal Project.

Community Impact

English as a Second Language is regarded by various community organizations as "an important--no, a necessary--service" (Los Angeles Times Boys Club of Lincoln Heights). The various organizational representatives with whom site observers spoke credited the program with helping the participants get jobs, work with their own children, build self-respect, pass citizenship tests, and retain pride in their own culture and language. Even though there is little direct contact between the library and agencies other than the school system, the librarians and principals of various local schools and staff of Head Start agencies were well-informed about the program and expressed high regard for it.

Factors Related to Effectiveness

The effectiveness of the program is partly due to the fact that participants feel a great need for such a program and consequently respond seriously to it.

A second factor, which had to be present for the program to begin, is the provision of child care facilities for the children of participants.

Above all, the presence of a Spanish-American staff member has been essential to the success of the program; without her the library was unable to get the class underway. It is not only the fact that she speaks Spanish that is important. Equally important are that (1) Mrs. Villegas is indigenous to the community and also known to be deeply involved with its problems, having taken part in organizing citizen task forces; (2) she is of the same cultural background as the participants; and (3) she has relied heavily upon the personal contact approach, for which her personality is well-suited.

CASE STUDY NO. 26

The Latin American Library
Oakland Public Library
Oakland, California

I. Program Description

Introductory Summary

The Latin American Library functions both as a library and as a community center. It is located in the Spanish-American section of Oakland, California and serves Spanish and non-Spanish speaking people of all age groups. In addition to materials in Spanish and English, the library provides cultural, recreational and informational services, both for the community and for outside groups interested in the Spanish speaking community. The library has a projected 1972 budget of $117,000, funded primarily under LSCA with some assistance from the Oakland Public Library. Though part of the Oakland Public Library, the Latin American Library functions fairly independently.

Oakland, a large metropolitan area of approximately 350,000, has a high proportion of Spanish speaking and black residents. The area around the library is fairly isolated from the rest of Oakland because of cultural differences.

Goals

The Latin American Library expresses its goals as follows: "While the library's main objective is to serve the Spanish speaking community of the city of Oakland, its materials and programs are also of interest and use to non-Spanish speaking people, and help to provide a better understanding and appreciation of the Spanish speaking people and their cultural heritage. The library has the further objective of supplying assistance and information to those agencies and individuals working in behalf of the Spanish speaking community."*

Target Groups

The program is intended to serve all ages in Oakland's Spanish speaking community. An additional target group is those agencies or individuals, Spanish or Anglo, who serve the community. The people in the community vary in their ability to speak and write English and Spanish, from those who are bilingually literate to those who are illiterate in both languages.

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* "Le Presentamos La Biblioteca Latino Americana" ("Here's the Latin American Library"), a booklet put out by the Latin American Library.

Origin

In 1965, the chairman of the Library Commission of Oakland, a Spanish-surnamed American, noted that the Oakland Public Library did not have an adequate collection of Spanish language and Latin American cultural materials. He then got several library people in Oakland together to formulate a proposal to be submitted to the state library in Sacramento. In Sacramento, the proposal came into the hands of the assistant state librarian, Mrs. Phyllis Dalton, at the same time that federal LSCA money was available for special library programs. She helped the Oakland Public Library formulate a more extensive plan to provide a library program for Spanish speaking Americans in Oakland. A grant of $300,000 under LSCA was approved by the State for a two-year period.

When Mrs. Dalton visited the library a little later, she was disconcerted to find it in the basement and few, if any, Spanish speaking persons on its staff. She then worked with the library system to change the conception of the program, and soon the entire branch library was turned over to a new staff with the entire focus of the program being to serve the needs of the community.

Implementation

Staff

Of the seven full-time members of the present staff, all speak Spanish, and all but one are professional librarians. Mrs. Rosemary Escobar, the only Spanish-surnamed American, is a native of the community. She has worked with the library since it began and seems to be highly respected by the community. Apparently all five of the part-time staff also speak Spanish, and some of these people are Spanish-surnamed Americans. Many of the staff members are Peace Corps returnees from Spanish speaking countries.

The entire staff of the Latin American Library seem to be unusually committed and caught up not only in the program, but also in Spanish-American culture. They donate much of their own time to working with the community and they know a great deal about Spanish culture.

There is a citizen advisory board for the library which was of great value for perhaps the first year or year and a half of the program. Now the board still meets regularly, but its members have many outside activities and seem to be losing interest in the library.

The program staff are especially responsive to the needs and requests of the local community. The program director, Mr. Keith Revelle, encourages flexibility in the program to meet these changing needs.

Facilities

The Latin American Library is located in a central part of town, in the middle of the Spanish speaking area. It is situated on Fruitvale Avenue, in a former post office building which became a branch library and then was taken over for the Latin American Library.

The outside of the Latin American Library is well labeled. It has a large sign overhead, window signs, and a door with posters announcing events of interest to the community. Inside, the library reflects Spanish culture with many bright posters announcing events or depicting scenes in Latin America. Local artists have painted colorful murals on walls and ceilings, and wooden sculptures are on display. A skylight makes the library bright and cheerful.

Materials

The materials in the library are selected with primary but not exclusive emphasis on the cultures of the Spanish speaking peoples. Most of the best sellers, novels, classics, and basic information books like encyclopedias and dictionaries that are available in any small library are available here. In addition, there are Chicano newspapers, magazines, and political materials. Approximately 40 percent of the materials are in Spanish, with a somewhat smaller percentage of Spanish films. There is a special children's collection, with a librarian in charge, in an area separated from the large main room by shelves. This children's section, which has a small children's table and chairs, contains many simple books in English and in Spanish. The materials are selected to promote interest in Spanish culture, reading, and in the wider world.

Activities

There is a perceptible feeling of excitement and activity pervading the library. Besides being a public library, it is a full cultural center and community facility. It is open six days a week, eight or 10 hours a day, and people wait outside for it to open in the morning.

During the first day of the site visit, the library was being used as a polling site in a local election. On other days observed, it was used by teachers' groups trying to gain an understanding of the culture of Spanish speaking people and developing curricula to be used with mixed classes in the public and parochial schools in the metropolitan area. At other times, teachers bring classes of children for films on Latin America.

A number of senior citizens pass part of the day in the newspaper section, and students of elementary school age come in each day after school to browse, look at filmstrips, listen to music, or play with games and puzzles. The magazine display near the door gets constant use as people come in from the street, stay for a time, and wander out again. Mothers bring their children to daily story hours, and a number of people seek information on a variety of subjects from planned parenthood to legal matters. The library is well known in the community as a place to receive assistance of almost any kind with dignity and dispatch, as evidenced by the fact that expectant mothers have called the library to find out where and how to have their babies delivered. Informal classes in English and Spanish are given, as well as lectures on Spanish culture, film presentations, and coffee hours. The library is also something of a coordinating center for many organizations in the area when they plan fiestas, concerts, and arts programs.

Considerable use is made of the film collection available for loan to Spanish-American or other groups. Some groups also borrow equipment for showing the films. The clientele for this particular service extends to the entire northern half of California, since the Latin American Library in Oakland is the only real center of its kind in the state.

Although a minimum of 100 persons--and often considerably more --make direct daily use of the library, circulation averages little in excess of 150 books, magazines and films a day. One reason for the relatively low circulation is the fact that people use the library for purposes other than borrowing materials. For example, several clients --illiterate in Spanish--bring letters from relatives in Mexico to the library for translation. For these people and many others, the library deals in personal services rather than books.

In addition to its in-house activities, the library is involved in many outside activities. Library staff visit the schools on a regular basis, giving story hours and talks on Spanish culture. The schedule for showing films at community agencies and institutions, including schools, is quite full.

Recently another service has been added to the library - a bookmobile. The bookmobile is a refurbished delivery truck painted in white with Aztec symbols three or four feet in diameter. Activities on the bookmobile will include giving puppet shows in addition to making books available.

Library Policies

The library does not charge fines for overdue books; fines are paid only for lost books. The no-fine policy has led to an interesting situation: People with overdue books from other libraries try to return them to the Latin American Library. An additional departure from traditional policies is that the library makes no attempt to keep users quiet.

Publicity

The program director, Mr. Revelle, maintains that publicity is no longer necessary, since the program activities themselves are sufficient publicity. Nonetheless, the library does put out a bilingual booklet on what it offers.

Originally, the library tried several means of publicity. There were three Spanish language radio stations in the area, and a number of small papers, which all carried spot announcements of the services available. But the most effective method of advertising, according to the program director, turned out to be the personal contacts of the librarians, who attended innumerable meetings and festivities, speaking to the groups as a whole.

Relation to Library

According to Mr. Revelle and several other staff members, the Latin American Library has had some difficulties with the other branches of the Oakland Public Library, which are unaccustomed to a special purpose library, or to a library with fairly ready funds and a new set of operating guidelines. They have still not completely adjusted to such novelties as a library which does not charge fines for overdue books, and deals with the public on a wider range of matters than book circulation. The major bone of contention is the program's supply of funds; the other libraries resent not being able to purchase equipment and materials the Latin American Library has purchased so easily. The major problem, however, according to Mr. Revelle, is dealing with the bureaucracy of the Oakland Public Library.

Members of the program staff agreed that the problem of dealing with the bureaucracy of the main library system slowed them down considerably, although it is true that they are now only faced with indifference. Once they were faced with direct and deliberate opposition, but the people responsible for that retired. However, even indifference and casual disapproval can cause difficulties. The staff cite the fact that for equipment repair, they must send the entire item--not merely the broken or defective part--to the main library, and the repair must go out for bid. Thus, they have found that a projector with a defective lamp sat in the central offices for over a year. With the library's busy film schedule, immediate repair is imperative. The staff also state that one third of their personnel funds over a four-year period have been unexpendable because of delays effected by the main library system and the city government.

Relation to Community

The library interacts frequently with community organizations and is very much involved in the community. Staff members participate, on their own time, in community affairs such as the Spanish Unity Council and Legal Assistance League. In addition, the library publishes yearly a booklet listing Mexican-American organizations and services in the East Bay Area.

Civil Service Relations

During the first two years of the program, many problems stemmed from obstacles within the civil service system in accommodating new programs, or even in operating effectively in routine personnel matters. According to program staff, the civil service has even to this point been unable to appreciate the need for Spanish speaking staff and has been unwilling to make allowances for the lack of formal testing experience or education on the part of community persons who are the preferred staff choices for the program. An exception was made for Mrs. Escobar who was working with the library from the beginning.

Program Costs

Estimated real total program costs are $117,000 (Figure 1). These figures are from the program's tentative budget for fiscal year 1972. The City of Oakland maintains actual records but declined to release any data for use in this study. The tentative budget figures are comparable to those used in fiscal years 1970 and 1971. The program is primarily funded by LSCA which is providing $95,000 in fiscal year 1972. The City of Oakland will provide the remaining $22,000. The program operates independently of the Oakland Public Library.

FIGURE 1

PROGRAM COSTS

Cost Type Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff	$70,037			$70,037 (60%)
II. Collection				
Books and Films	30,600			30,600
Periodicals	1,800			1,800
				32,400 (28%)
III. Program Services & Supplies				
Rent	1,270			1,270
Postage and Telephone	1,400			1,400
Insurance	275			275
Maintenance	350			350
Office Supplies	1,325			1,325
Printing	2,500			2,500
Duplicating	400			400
Binding	1,200			1,200
Photo Processes	350			350
Advertising	150			150
Fees and Taxes	500			500
Transportation	525			525
Bookmobile Travel	2,318			2,318
				12,563 (10%)
IV. All Other				
Capital Expenditures	2,000			2,000 (2%)
TOTAL	$117,000 (100%)			$117,000

Staff requirements constitute 60 percent of direct program expenditures which are also, due to the independent nature of the program, the total program costs. The budgeted staff accounted for includes three full-time professional librarians, a full-time assistant director for community affairs, a full-time library assistant, three full-time clerks, and six part-time pages. Program collection expenses are the second largest budget item and account for 28 percent of total program costs.

The Oakland Public Library had total expenditures of $2,509,710 during fiscal year 1971. Thus, total program costs represent 4.7 percent of the city library's total expenditures.

A high estimate of annual total program costs would be $146,000, which is 25 percent higher than the best estimate.

II. Program Effectiveness

Summary of Program Effectiveness

The Oakland Latin American Library has attracted a varied and large following who feel very positive about the program and its impact on them. The program has increased the participants' ability to use and frequency of use of the printed word (Figure 2). Users of the library indicate a greater awareness of where to get information and what is going on in the community. Older elementary school age participants are especially positive about the program.

While the Latin American Library has had little impact on the Oakland Public Library, it has served as a source of pride and information to the Spanish-American community of Oakland.

Penetration

Daily attendance at the Latin American Library varies between 100 and 300 people for normal library activities. Greater participation occurs for such special events as Christmas fiestas, El Cinco de Mayo, and Mexican Independence Day. Approximately 150 people used the library each day of the field visit.

There were 75 interviews administered orally in the library. These included 27 Older School Age (OSA) respondents and 48 Young Adult/Adult (YA/A) respondents. Approximately two thirds of the interviews were conducted in English and one third in Spanish. Fifty-eight percent of the older (YA/A) respondents identify themselves as Mexican-American or Chicano. Somewhat fewer (40 percent)

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: None Impact (OSA): Like to read (74%) Like library (81%) Impact (YA/A): Like library (69%)	Goal: None Impact (OSA): Read books (93%) Finish books you start (79%) Impact (YA/A): Read books (79%) Read magazines (57%) Finish books you start (58%)	Goal: None Impact (OSA): Understand what you read (85%) Impact (YA/A): Understand what you read (58%)
Non-Print	Goal: None Impact: None	Goal: None Impact: None	Goal: Increase cultural, recreational, and community knowledge Impact (OSA): Know where to get the information you need (63%) Do well in school (82%) Impact (YA/A): Know where to get the information you need (62%) Know what's going on in your community (72%) Do well in school (58%) Know how to use library (62%)

of the younger (OSA) respondents do so. However, the latter figure seems to be an underestimation, for both groups similarly report that both English and Spanish are spoken in their homes (44 percent and 47 percent).

The sample is almost evenly divided by sex. Fourteen of the 27 OSA respondents are boys. Twenty-five of the 48 YA/A respondents are men. The average age of the younger (OSA) participants is 11. The older (YA/A) participants vary widely in age. Forty-four percent are below 30; 25 percent are over 50.

There is also a wide variation in the socioeconomic status of the participant sample. One quarter (24 percent) of the older group have not finished high school and one third (34 percent) have family incomes below $5,000. At the other end of the spectrum, 15 percent are college graduates and 21 percent have family incomes over $10,000.

Participant Impact

There is substantial evidence that those who go to the Latin American Library are quite satisfied with the program. Virtually all (96 percent) of the sampled participants say they have gotten what they want from the program. The frequency of library attendance is correspondingly high. Almost three fifths (58 percent) of the participants say that they go to the library once or more each week.

Also revealing are the comments made by the respondents about what they do and do not like about the program. The most common complaints, for example, are that the library does not have longer hours or that it is not open more days or that it is not larger. Praise for the library differs somewhat between the two groups of respondents. Among the younger (OSA) group, emphasis is placed on the substantive interest of library material:

> I like the art and stuff like that. They have some good books. They have good religious books.
>
> Books about dinosaurs--sometimes. The pictures on the walls.
>
> I like the movies and the books and well, the help and the puzzles they are nice.

The older (YA/A) participants are more consciously aware and appreciative of the ethnic aspects of the program:

> ...Most books are in Spanish.

> It helps me to understand the Mexican culture better. It's very interesting especially when you're learning about yourself.

> It does more for the community because it's a Latin American Library.

Figure 3 lists the percentages of each group of participants who give the library credit for having an impact on different aspects of their affects, behaviors and skills. There are two general points worthy of note with regard to these figures. First, there is a general pattern of positive evaluation by the respondents. For example, over half the percentages in the table are above 50 percent. While this pattern is congruent with the wide acceptance of the program noted above, it does suggest that the impact percentage on any one item may be somewhat overstated.

The second interesting pattern that emerges from the table is that the younger (OSA) participants report more program impact in virtually all areas than the young adult/adult (YA/A) respondents. For example, while less than half of the latter group report reading more as a result of the program, about three quarters (74 percent) of the older school age respondents report this program effect.*

It is clear that the Latin American Library has had substantial impact on the reading behavior of its users. Virtually all (93 percent) of the OSA respondents report that they read more books because of the program. The corresponding figure for YA/A participants is 79 percent. A large number of both groups (44 and 57 percent) also credited the program for increased magazine reading. Majorities of both groups (85 and 58 percent) say that they understand better what they read and similar numbers (79 and 58 percent) report that they are more likely to finish books they have started. However, increased interest in books has not substantially spread to an increase in visits to bookstores (44 and 39 percent).

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* The difference may be the result of a baseline effect. Young adult and adult respondents who used a public library less than once a month before they began attending the Latin American Library were more likely to report changes in book use than those who had used the public library less frequently. Specifically, 94 percent (N=17) of less than monthly prior users, 80 percent (N=15) of prior monthly users, and 67 percent (N=15) of more than monthly prior users report that they read more books as a result of the program. Unfortunately the difficulty in asking older elementary school age respondents about prior library use makes it impossible to test the hypotheses within the younger group.

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact	
	Older School Age (N=27)	Young Adult/ Adult (N=48)
Affect:		
Like to read	74%	65%
Like the library	81	83
Feel good about yourself as a person	NA	33
Feel grownup	33	NA
Behavior:		
Read books	93	79
Read magazines	44	57
Finish the books you start	79	58
Visit bookstores or stores that sell books	44	39
Watch educational TV	37	23
Skills and Knowledge:		
Understand what you read	85	58
Know where to get the information you need	NA	67
(Know where to look for answers to different kinds of questions)	63	NA
Do well in school (if you are in school)	82	58 (N=26)
Know how to use the library	NA	62
Know what's going on in your community	NA	72

One area in which the program has had little impact is in the self-conception of its participants. Only one third of the YA/A sample report that they feel better about themselves as a result of their participation. Similarly, only one third of the younger group say they feel more grown up.

To some extent the Latin American Library serves as a community center for both young and old. The sheer frequency of visits, mentioned above, contributes to added interpersonal contact. One of the OSA participants said, "It's fun. You can just stay here, so me and my friends just started coming." Another said she liked the library because "there are lots of activities and the people [who come to the library] are interested." One indication of the communication function served by the library for the older participants is that almost three quarters (72 percent) said they know more about what's going on in their community because they come to the library.

Library Impact

Although many of the other branches of the Oakland Public Library exhibit resentment toward the Latin American Library, some staff are expressing interest in the program and in Latin American materials and have visited the program.

Community Impact

The six civic groups in the Oakland area contacted for information about the library were unanimously informed about its services and willing to endorse it with great praise. Each of these groups seemed to be acquainted with the library program in detail, and each made some direct use of the facilities or at least referred people to it. Almost every group cited specific examples of benefits to users of the library. Several school principals mentioned that the library supplements the school libraries and "provides readily available materials in a non-oppressive environment." One principal maintained that the library staff were very good at counseling children and that the program had increased the status of Spanish speaking persons. The director of one community agency said the library had serviced many people too poor to see films otherwise. But the two main contributions brought out in conversation with community representatives were (1) promotion of Spanish-Americans' self-pride and (2) provision of materials and information otherwise unavailable.

Factors Related to Effectiveness

The Latin American Library is effective primarily because it has successfully adapted itself to the clientele it seeks to serve. Three factors allow it to do so: (1) the staff's commitment and involvement in Latin American culture and in the community in particular; (2) the outstanding job Mrs. Escobar does in working with the public; and (3) the flexibility achieved by Mr. Revelle in responding to the needs of the community.

Two additional factors have contributed to the close interaction between the community and the library: the library's concentration on local events, organizations, and the work of local artists and others; and the fact that the community is culturally isolated from the rest of Oakland, providing a fairly homogeneous clientele whose needs can more easily be identified and met than those of a "melting pot."

CASE STUDY NO. 27

Reading and Study Centers
Chicago Public Library
Chicago, Illinois

I. Program Description

Introductory Summary

The Chicago Public Library has developed four mini-libraries called Reading and Study Centers in four public housing projects of the inner city. They are aimed at the predominantly black disadvantaged populations of these projects and serve as outreach libraries, bringing services to a large part of the population previously without easy access to library services. Each center provides residents with books, including large selections of black cultural materials, study aids, and a place to study or gather for other activities. Each is staffed by indigenous paraprofessionals and has developed its own unique character, with service emphases tailored to the needs and interests of the people it serves.

The centers are run as a special project under the supervision of the Chicago Public Library Department of Special Extension Services. They were funded at $149,896 in fiscal year 1970. Space is provided in cooperation with the Chicago Public Housing Authority. Materials and staff are provided by the Chicago Public Library.

Goals

The goals set out for the Reading and Study Center program have evolved as the level of program direction was brought closer to the people served. When the program was first conceived by Dr. Alex Ladenson, director of the Chicago Public Library, he envisioned the centers as essentially places where children in public housing projects could come to do their homework. Very little in the way of outreach activities was forseen. The centers were meant to make branch services more accessible to previously neglected areas. The Chicago Housing Authority, which was to provide space for the centers, shared this view of their mission.

Responsibility for the actual operation of the program was delegated to the Chicago Public Library Department of Special Extension Services. The person hired to direct the program, Mrs. Katherine Freshley, was given free rein with the centers. Her goals became somewhat different from those originally conceived by the library director, for she believed the study centers should become more than just what their names implied.

Mrs. Freshley felt that the library centers should reflect the needs and wishes of those served. The centers were to be sufficiently independent of the main library and each other to be able to fulfill the particular needs of residents. She wished her staff to discover the special barriers erected by traditional libraries which prevent the poor from using them; to restructure collections, procedures and regulations to make them more acceptable to the ghetto resident; and to establish resident citizen governing boards.

Further, she saw the centers as community resource aids which would provide referral information; supply audiovisual as well as book materials; and help people express themselves and improve their self-image.

In accordance with her goals regarding community control, Mrs. Freshley has appointed community-based staff to direct each center and has given them independent direction of their centers. As a result, each has adopted certain goals peculiar to his own perceptions and those of the population served. For example, the Stateway Gardens director, Lorenzo McKenny, is a painter and musician. He sees the library as a center for teenagers with particular concentration on cultural awareness. Melnee Simmons of Ickes Center stresses individual advancement through the educational system and has made an intensive effort to get young adults into colleges. Mary Cowherd of the Taylor Center sees the center as a community focal point for all kinds of activities. Mary Baker of Rockwell Center stresses activities for preschoolers and their mothers.

Target Group

The Reading and Study Centers were planned to serve the residents of four public housing projects located on the South and West Sides of Chicago. The people living in these projects are black. For the most part, they are severely deprived, both financially and educationally. The housing projects in which the libraries are located consist of clusters of three or more high-rise buildings of 10 to 20 stories, each housing up to 8,500 people.

The projects are characterized by an acute lack of space for recreation; at least one project has no trees and little grass. It was pointed out that there were no bathroom facilities on the ground floor, so that a child playing outside must plan in advance to get up to the 20th floor to go to the bathroom. To eliminate the occurrence of crimes in the enclosed hallways, the buildings were constructed with outside, open balcony-style hallways with waist-high screens. Not only are they exposed to the elements, but children have occasionally fallen over the balconies. Youth gangs are said to rule the areas. There is little community involvement or participation in most of the developments.

Origin

Prior to 1968, the Chicago Public Library had been very traditional in outlook and had done little creative programming in service to the disadvantaged. Around this time, the library came under criticism from the press for its inactivity in this area, and its director resigned, presumably in the face of this and other criticism.

The governing board and the new director of the library, Dr. Alex Ladenson, were interested in the inner city, and they responded to Mayor Daley's call for cooperation among city agencies by advancing the idea of the Reading and Study Centers. The Chicago Housing Authority agreed to cooperate by supplying space for the centers. Mrs. Freshley was hired in December 1968, and by April 1969, she had the first center opened. She had been granted almost total freedom in setting up the centers and encountered a minimum of administrative red tape. Without this freedom, she feels, the centers could never have been started. The second center opened in May and a third in June of the same year. The fourth center came under Chicago Public Library jurisdiction a year later. A private foundation had developed this center earlier but had problems administering it. When the foundation heard a public agency was successfully operating similar facilities, they turned theirs over to the library. Unlike the other centers, it brought with it serious and long-standing problems of administration and programming.

The Reading and Study Centers program is funded entirely by the Chicago Public Library. Mrs. Freshley feels that federal funding is too unreliable to be counted upon, although she has considered requesting funds for equipment. She believes that federal funds require so much staff time to be devoted to paperwork that they are hardly worth the effort.

Implementation

Staff

Mrs. Freshley, the program director, is a young white librarian with an M.L.S. degree. She is a firm believer in outreach innovation and energetically promotes good personal rapport with center staff and program participants.

To ensure that the centers were community-based from the beginning, Mrs. Freshley hired all the staff members from the areas to be served. Four people were selected for each library center. There are one director, one assistant and two high school student aides in each. None has had previous experience in library work. The only requirement --not applicable to the high school student aides--was that they have a high school diploma. Of those people hired, two were specifically asked to work on the project. These two had previously been employed by the housing authority as clerical workers. The remaining staff were recruited from the neighborhoods by the simple means of circulating fliers describing the jobs. These were placed with community agencies for distribution.

There has been very little subsequent staff turnover in cases where hiring was handled in this way. The only staffing problems which occurred were with staff previously hired by the foundation which started the Stateway Gardens Center.

The original staff members were given a two-week orientation at the main library, which Mrs. Freshley described as more a kind of sensitivity training than library training. Training stressed the problems of the children who would be using the centers. In the beginning, Mrs. Freshley spent most of her time at the centers dealing with immediate problems and further orienting her staff. New staff are trained primarily on the job by older employees and in ongoing in-service training sessions held regularly once a month.

The Chicago Public Library offers to pay the tuition of non-professional staff who wish to return to school. While these staff members are not civil service employees, they are paid at the same level as people doing work within the regular library system. They cannot, however, move up in the system without completing the regular educational requirements.

Materials and Procedures

Each center houses a collection of about 8,000 books, most of which are paperback. They include large collections of materials relevant to the black experience, reference materials like encyclopedias and multiple copies of dictionaries, basic school texts and practice workbooks. Magazine racks are well supplied and old copies are often available for use on projects or in artwork. Each center has a full set of audiovisual materials and equipment including a projector, tape recorder, slide and reel projectors, and films.

Despite the fact that the centers are all housed in projects sheltering what appears to be the same genre of inhabitants--disadvantaged inner-city blacks--there are great differences between them in interest, amount of participation and community involvement. Each has expanded at its own pace. The centers can rely on Mrs. Freshley for full cooperation and all assistance possible in obtaining whatever materials are needed. They have also become very proficient at finding alternative sources for their needs (e.g., going to the police department for buses for outings).

While each center is independent and unique, each conforms to a general policy of relaxing the traditional library rules. There are no fines and no due dates for books. Shelving is simplified and is done by subject, with no distinction made as to age level, except for story books for preschoolers; in this way, older slow readers need experience no shame at having to go to the "easy" book area.

Facilities and Activities

The Reading and Study Centers were set up in Stateway Gardens, Ickes and Taylor projects on Chicago's South Side, and in Rockwell on the West Side. They are housed in one to three apartments in each project which the library rents from the Chicago Housing Authority for a nominal one dollar a year. They have been painted in bright colors and provide pleasant oases in otherwise drab surroundings.

Rockwell Gardens (West Side). Programming at the Rockwell Center stresses activities for preschool and elementary school children, but there are classes and clubs for adults, too. The director, Mrs. Mary Baker, works with local elementary school classes, supplementing their regular curricula with books and films from the library's collections. Regular class visits with library orientation are also held.

Ickes (South Side). This center is in one ground floor apartment and has hopes of expanding to a second adjoining space. Mrs. Melnee Simmons, the director, is especially concerned with providing educational opportunities for the children she deals with. She has done a great deal to encourage and help young people in applying to colleges. GED classes for adults are also offered. Other activities include children's films on Saturday and a baseball team. The adult population of this housing project has proved to be impossible to mobilize by any group or agency. Recently, however, the library began sponsoring discount trips to downtown theatre productions. These proved to be the only library activity yet to attract adults.

Taylor (South Side). The Taylor projects are, physically, perhaps the most depressing of those seen by site visitors. The library, however, is thriving as an all-purpose center, and has expanded into three non-contiguous apartments. Among its attractions are GED classes--including a special remedial class for those who failed the first course--and a weight's watchers' club. These activities have drawn to the center a core of 18 to 20 adults who are active participants. Teams and crafts clubs for youth are also popular attractions. The director donated a mimeograph machine, started a newspaper which is distributed to all residents of the project, and arranged the classes and clubs. Exercise equipment was partially financed by the National Weight Watchers' Club. Through bake sales and bazaars, this center has been able to accumulate a petty cash reserve which it uses for special projects.

Stateway Gardens (South Side). This center was previously operated by a private foundation which apparently found it difficult to administer. When the foundation learned that the Chicago Public Library was operating similar facilities, it relinquished control of the Stateway Gardens Center to the library. The foundation-appointed staff was initially retained by the Chicago Public Library, but some were later replaced. The new director has, according to Mrs. Freshley, established good rapport with the teenage boys. He is a painter and musician who has tried to stimulate cultural awareness and pride. Some of this center's walls have been decorated with mural paintings on a "Black Arts" theme.

Stateway Gardens seemed to be the most loosely structured of the centers, with very relaxed procedures and atmosphere. Neighborhood Youth Corps members are apparently being used to help at this center.

Publicity

When the centers went into operation, a concerted door-to-door publicity effort was made by the staff in order to introduce the library, explain why it was there, and invite all occupants to use it. Fliers were posted and pushed under doors. Present publicity techniques are center-specific.

Relation to Library

Mrs. Freshley, the supervisor of the centers, works in the Department of Special Extension Services of the main library. Book acquisition for the centers is done through her and she makes purchases directly from bookstores rather than through regular requisitioning channels. Apart from this library-based function, each center operates independently of Mrs. Freshley and of the library, serving its clientele in its own way.

Relation to Community

To foster community involvement in the centers, Mrs. Freshley began community advisory boards, but these proved unsuccessful because the board members did not know enough about library operation, current books available, and the like, to know what they could request from the library. The boards were subsequently disbanded. At present, the level and type of community involvement is the province of the individual center directors (see Facilities and Activities, above).

Program Costs

Estimated real total program costs during fiscal year 1970 were $149,896 (Figure 1). The program is supported by funds provided by the Chicago Public Library.

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff	$109,132			$109,132 (73%)
II. Collection	14,940			14,940 (10%)
III. Program Services & Supplies				
Rental Equivalent			$9,600	9,600
Equipment Depreciation	2,820			2,820
				12,420 (8%)
IV. All Other	13,404			13,404 (9%)
TOTAL	$140,296 (94%)		$9,600 (6%)	$149,896

Staff requirements constitute the bulk (73 percent) of total program costs. The staff consists of a program director, and, at each of the four Reading and Study Centers, a paraprofessional director, an assistant and two student aides. The program collection consists of books at the four centers and accounts for 10 percent of total program cost. Rental equivalent, equipment depreciation and other services and supplies constitute the remaining 17 percent.

Direct program expenditures account for 94 percent of total program cost and non-compensated services for the remaining six percent. The supporting library, Chicago Public Library, had total expenditures of $15,050,396 during fiscal year 1970. Direct program expenditures accounted for one percent, and library/library system supporting services for a miniscule percentage of the library's total expenditures.

A high estimate of total program costs would be $187,000, which is 25 percent higher than the best estimate.

II. Program Effectiveness

Summary of Program Effectiveness

The Reading and Study Centers attract between 1,000 and 3,000 people, most of them children, each month. The program experiences great difficulty attracting adults, but two centers report small nuclei of regular adult users.

Generally, preschool and elementary interviews revealed that respondents think highly of the program (Figure 2). Young adults and adults feel that the program had less effect on them. However, increase in positive affect for the library is great at all ages.

The program has had little effect on the main library because it operates autonomously. Some resentment was expressed by non-program staff at the expeditious but unconventional ordering process used by the centers to get needed materials quickly. The program has also experienced difficulty in obtaining cooperation from library staff and delivery men who must go into the unsafe areas served by the centers. The center directors at Taylor and Ickes have managed in their own ways to get the support and cooperation of community adults. Local elementary schools cooperate in arranging story hours and class visits at the centers.

Penetration

The methodology used in the Chicago survey was a very simple one. For the Preschool Communications Survey, the library was asked for the names of preschool children who used the library regularly. The interviewers then randomly selected five names from this list and interviewed the parents of these five. This was done by having the librarian

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: None Impact (PS): More interested in reading (90%) Changed view of library (50%) Wants to go to other library programs (100%) Wants own books (90%) Impact (OSA): Like to read (79%) like library (79%) Impact (YA/A): Like to read (56%) Like library (70%)	Goal: Make branch library services available in previously neglected areas Impact (PS): Reads or looks at books more (72%) Reads or looks at magazines or newspapers more (79%) Impact (OSA): Read books (85%) Finish books you start (81%) Visit bookstores (56%) Go to library (52%) Go to library special events (67%) Impact (YA/A): Read books (68%) Finish books you start (52%) Go to library (63%)	Goal: None Impact (PS): Understands better what he reads or hears (95%) Impact (OSA): Understand what you read (89%) Impact (YA/A): Understand what you read (73%)
Non-Print	Goal: Help people improve self-image Impact (PS): Feels grown up (74%) More interested in school (84%) Impact (OSA): Like school (59%) Want to learn new things (86%) Impact (YA/A): Want to learn new things (65%)	Goal: Provide places for children in public housing to study; provide referral information and audiovisual materials Impact (PS): Watches educational TV (85%) Goes to zoo or aquarium (68%) Goes to puppet shows (63%) Impact (OSA): Go to art exhibits (54%) Go to sports events (67%) Go to zoo or aquarium (54%) Go to puppet shows or plays (52%) Impact (YA/A): Go to sports events (60%)	Goal: Help people express themselves Impact (PS): Gets along with other children better (74%) Does well in school (79%) Impact (OSA): Do well in school (85%) Impact (YA/A): Do well in school (63%)

call to ask the parent to come to the library to be interviewed, or--in the event the parent was unable to come--making an appointment for the interview in the home.

The Young Adult/Adult and Older School Age Communications Surveys were administered in the facility as the respondent walked in. The interviewers were instructed to interview the first person who walked into the facility. After the first interview was completed they were to interview the next person who walked in until all the interviews were completed for each category. The interviewers were told not to interview people who do not use the facility or those who use the library as a "hangout." In the event of a refusal or a disqualification because the respondent belonged to the wrong age group, the interviewer was to interview the next person who walked in until a respondent was found.

Quality checks on interviews were made by a supervisory person who checked each site two or three times each day.

In all, there were 19 preschool interviews. Children whose parents were interviewed range in age from three to eight years and are almost evenly divided among both sexes. One Spanish-surnamed American parent was interviewed; all the other respondents are black. Almost 80 percent of the children also attend Head Start or first or second grade, and 70 percent have been going to the library for two years. Parents of these children all live in public housing, and most work as low paid operatives, service workers, laborers, or craftsmen. Almost 30 percent earn less than $3,000.

The 32 older elementary school age children range in age from eight to 13 and are in grades three through six. All are black and 59 percent are female. About 45 percent have been attending one year and an equal number for two years.

The sample of 33 young adults and adults is two thirds male. Eighty-six percent are under 21 and the remainder range in age from 21 through 50. Again, all are black. Sixty-two percent are still in school; of these, 31 percent are in junior high and 50 percent in high school.

Participant Impact

Responses throughout the surveys indicate that people think highly of the program (see Figure 3). This is especially true of preschool parents and elementary age children. The young adults and adults see the libraries as having less impact upon their lives.

Ninety percent of parents feel that their children are more interested in reading and want more of their own books. Similarly,

FIGURE 3

AREAS OF PARTICIPANT IMPACT (CHILD)

	Percentage Reporting Program Impact		
General	Preschool/Younger School Age (N=32)	Older School Age (N=33)	Young Adult/ Adult (N=19)
Affect:			
Like to read	NA	79%	56%
Interested in reading	90%	NA	NA
Feel grown up	74	25	NA
Feel good about yourself as a person	NA	NA	33
Like library	50	79	70
Behavior:			
Read books	NA	85	68
Time reads or looks at books	72	NA	NA
Read magazines	NA	48	40
Reads or looks at magazines or newspapers	79	NA	NA
Finish books you start	NA	81	52
Visit bookstores	NA	56	30
Watch educational TV	85	44	23
Skills and Knowledge:			
Understand what you read	NA	89	73
Understands what he reads or hears	95	NA	NA
Gets along with other children	74	NA	NA
Program Specific			
Affect:			
Likes school	84	59	NA
Wants to go to other library programs	100	NA	NA
Want to learn new things	NA	86	65
Wants own books	90	NA	NA
Behavior:			
Go to library	NA	52	63
Go to library special events	NA	67	40
Go to art exhibits	NA	54	13
Go to sports events	32	67	60
Go to zoo or aquarium	68	54	NA
Go to puppet shows or plays	63	52	40
Go to neighborhood center	47	NA	40
Skills and Knowledge:			
Do well in school (if you are in school)	79	85	63

both the young adults and the older school age children feel the program has made them more positive toward reading and learning new things, although school is not as universally appreciated by the latter group. Increased feeling for the library is great at all ages.* Self-image is affected primarily in the youngest children, who feel grown up when they follow older siblings to the library and are themselves allowed to participate.

Across all age groups, the libraries are apparently inspiring the children to do more reading, of books as well as of magazines and newspapers. Among the youngest children, 72 percent are reading more books, while the number reading or looking at books daily has tripled. Among older school age children, 85 percent are now reading more, and a slightly smaller number are finishing more of the books they start. Similarly, the libraries are thought by the children to have influenced the type of reading they are doing. Young adults are also reading more books, magazines and newspapers. A majority claim to be finishing more books begun. All feel the program has influenced the types of things they read.

The Reading and Study Centers have gotten young people and parents much more involved in the library. They know more about what is going on there, go more often and participate in more special events.

Young children are watching more educational television, apparently as a result of a push made by the staff to promote the watching of "Sesame Street."**

Because of the wide range of activities the libraries sponsor, children report greater participation in or visiting of plays and puppet shows, sports events, the zoo or aquarium, and neighborhood centers.

Parents feel the libraries have helped their children's skill levels in all areas. The older elementary school children and young adults feel the libraries have especially helped their reading comprehension and school achievement.

Both young adults and the older elementary school age respondents record increase in library skills. The older elementary school age children have learned to use a dictionary, globes or atlases and encyclopedias and know better how to find information they are looking for. Their older counterparts also report greater knowledge of information sources.

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* The low 50 percent claiming they like to go to the library seems to indicate a misreading of the question--which was phrased negatively --in light of the 100 percent of the children who want to go there.

** The libraries had been promised television sets for the summer months by the producers of "Sesame Street."

Parents of preschool children feel the library has helped them to find out about the library and community events (see Figure 4). This effect may be due to the newspapers one library publishes for circulation throughout the housing project. They also report reading more themselves. All want their children to learn to read, and they indicate increased interest in child care as well as in buying their children more books.

The individual centers differ little from one another in the amount of impact they are having on amount of reading, reading comprehension or liking the library. Neither was any one of the libraries having appreciably more effect than the others on any one age group with respect to these measures.

Library Impact

The program seems to have had little real effect upon the main library because it has worked around traditional library rules, a fact which has caused some resentment among non-program staff. For example, Mrs. Freshley has not ordered books through the ordinary channels because the books made available by these means are not those she wants. She orders independently, sometimes reportedly getting new books months before the main library gets them.

The nonprofessional staff has been another problem. According to Mrs. Freshley, they were resented at first by the civil service employees. She feels, however, that this resentment has lessened as the centers have proved successful.

A third problem in relation to the main library has been delivery of materials. Because of the high crime rate in the projects, many library delivery men refuse to take materials to the centers. Very often they will not make deliveries unless accompanied by a bodyguard.

Community Impact

Community impact has not been equal at all locations. A start seems to have been made at Ickes, where for the first time parents have mobilized for a library-sponsored program. Most impressive, however, is the work of the director at the Taylor Center. She has developed her library into a community center providing activities for the entire family, from story hours to GED and sewing classes, a weight watchers' club, and athletic teams. The newspaper put out by her center informs the entire project of all activities going on in the community and in the center. All of the centers cooperate with nearby elementary schools in arranging story hours and class visits.

FIGURE 4

AREAS OF PARTICIPANT IMPACT (PARENT)

	Percentage Reporting Program Impact
General	Preschool/Younger School Age (N=32)
Affect:	
Become more interested in library events	95%
Want to get child more interested in reading	100
Behavior:	
Read more	89
Use library more	67
Started watching educational TV or watch it more	79
Skills and Knowledge:	
Learned more about what's going on in the library	95
Learned more about what's going on in community	89
Learned more about child care and education	74

Factors Related to Effectiveness

Rapid initial implementation of the Reading and Study Centers program was made possible, according to Mrs. Freshley, by the freedom accorded her to avoid the "red tape" of formal procedure which would have slowed the centers' progress.

A second factor bearing more directly upon the program's positive impact was the choice of Mrs. Freshley as its director. Her insight into the social, cultural, and educational needs that the centers must address was instrumental in broadening the scope of their activities and, hence, in widening their appeal. Mrs. Freshley is a particularly effective administrator. She was deeply involved in the creation of the centers, but felt it wiser to withdraw much of her direct administrative control once they were firmly established.

Direct purchase of materials--especially those on black culture and history--has undoubtedly contributed to the popularity of the centers by assuring the availability of materials much in demand. Requests, as now handled, can reportedly be filled in a matter of days; formerly, at least one center director waited for several months for materials of a conventional nature requisitioned through traditional library channels.

The program director's insistence on community control as exemplified by the hiring of indigenous staff has done much to make the program effective. No alien values are imposed upon the centers from outside. The center directors' knowledge of their communities enables them to make effective use of the materials placed at their disposal. Lacking previous library training or experience, and without constant supervision, they have proved themselves able managers of their centers. It is to be hoped that the effectiveness of this sort of staff will serve as an example in the establishment of future outreach efforts.

An impediment to program effectiveness has been the relative absence of support from such community institutions as schools, churches, and social service organizations. The centers have also, from time to time, experienced lapses in cooperation on the part of regular library staff, both librarians and support personnel such as delivery men. In addition, they have received little encouragement from the Housing Authority--which has provided little in the way of a constant backing or well-articulated policy toward the centers. As a result, relations with the Housing Authority, which range from very good to tolerable, depend solely on the efforts made within each housing project by center and Housing Authority personnel.

The staggering numbers of people dwelling in the housing projects present the center libraries with a task far beyond their present capabilities. It appears that, while the Reading and Study Centers are a hopeful beginning, many more of them are needed to reach this immense potential service population.

CASE STUDY NO. 28

Biblioteca Ambulante
Fresno County Public Library
Fresno, California

I. Program Description

Introductory Summary

Biblioteca Ambulante is a specially-equipped bookmobile operating out of the Fresno County Public Library to bring library materials to outlying parts of four California counties. Painted the colors of the Mexican flag and loaded with materials in English and Spanish, this roving branch library is aimed at culturally disadvantaged residents of all ages in farm labor camps, migrant farm workers' communities, and any other small, isolated areas which would otherwise have little or no access to library materials. A secondary aspect of the program is the promotion of Spanish materials within branch libraries. The total annual estimated cost of the program is $67,223.

Goals

The primary goal, according to the program director, Mrs. Jody Stevens, is "to get books to those not able to get library service otherwise." In the original LSCA Services Project Application, the goals were expressed as follows:

> The Project will be directed toward achieving better utilization of public library facilities by migrant workers, residents of labor camps, and others living in disadvantaged communities of the San Joaquin Valley Library System service area to the end that such persons may achieve full benefits of citizenship and realize to the greatest extent their potential ability to contribute to the community welfare. . . . The Project would serve to equalize opportunities to make use of library facilities by all residents of the service area.*

Goals are expressed in terms of providing opportunities for change rather than in terms of changing participants directly. Reading behavior and library use are to be encouraged by providing access to books and library facilities.

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* LSCA Services Project Application submitted by San Joaquin Valley Library System.

Target Groups

The groups to be reached are residents of labor camps and other disadvantaged communities in the San Joaquin Valley. Many are Spanish-speaking and have little formal education. At present, the bookmobile serves four counties. Besides visiting these communities, Biblioteca Ambulante also provides Spanish materials to approximately 25 branch libraries in the four-county area.

Origin

The program was initiated in 1967, when Mrs. Alice Reilly, county librarian and administrator of the Fresno County Free Library, applied through the state for LSCA funds to "take the library to the people." She felt it was necessary to go to the people because, in her opinion, Spanish-speaking people are afraid of the library as an institution that is rigidly establishment-oriented.

Implementation

Staff

According to Mrs. Reilly, the staff and their intimate connection with the patrons are essential in making the project work. The staff of the Biblioteca Ambulante have both linguistic and cultural ties to the population they serve. Four of the five staff members are bilingual; four of the five are Spanish-surnamed Americans. (Mrs. Reilly sought a Mexican with a library degree to head the staff but, according to her, there are very few Mexican librarians. Instead, she chose an Anglo librarian and an all Mexican-American staff.) In addition, the staff have used their friends in the communities served by the bookmobile to enlist other participants from those communities.

Facilities and Materials

The bookmobile, painted the colors of the Mexican flag, is designed to accommodate both English-speaking and Spanish-speaking people. The outside announces the vehicle both as a bookmobile and as Biblioteca Ambulante. Library rules are posted in both languages and both English and Spanish materials are made available.

Biblioteca Ambulante is a vehicle specifically designed for its purpose, and incorporates the following features: air conditioning, a toilet for the staff (many of the stops are in rural areas lacking in public conveniences), a closet that may be locked in order to protect purses and valuables, and a counter which may be used as a checkout desk. Observers estimated that the bookmobile has a capacity of at least 40 people.

The program is allotted additional space for materials in the basement of the Fresno County Free Library. This space accommodates desks and telephones for the staff in addition to films and several rows of bookshelves.

The bookmobile's collection of materials is distinct from those of the sponsoring libraries. Spanish materials constitute 40 percent of the collection and include most current materials published on Mexican-American culture. According to Mrs. Reilly, obtaining current books in Spanish--especially books on practical matters such as cooking or automobile repair--is most difficult, although classics are readily available. This problem has been solved by purchasing through a source in San Diego which gets materials from Mexico, and through a source in Florida which gets books from Cuba and Spain. Mrs. Stevens reported that the largest demands are in the areas of "how to" books, Mexican history, and Spanish fiction.

Included among the Biblioteca's materials are six Spanish and eight English films, records, approximately 700 paperbacks, comic books, magazines, and an indeterminate number of hardcover books.

Procedures

The staff of Biblioteca Ambulante believe that "books are to be read, not catalogued"; therefore, library procedures have been simplified to make materials more readily accessible. Checkout procedures involve name and address cards on which the books borrowed are listed. Fines are charged only for overdue records and Spanish materials. Book ordering is done direct from the supplier rather than through the usual library channels. These policies and procedures have resulted in a return rate of approximately 80 percent, Mrs. Stevens reports.

Publicity

Biblioteca Ambulante has utilized several forms of publicity, the most successful original publicity being the personal contacts of the staff. Several participants reported that they found out about the bookmobile because "they [program staff] came to the house to tell us about it." Initially, publicity included visits to schools, distribution throughout the valley of bilingual pamphlets, notifying ranch owners and grocery stores, and playing music from the bookmobile. Presently the chief medium of publicity is a half-hour radio program put on by the staff every two weeks.

Relation to Library

The library is, for the most part, supportive of the program. ("Library" should be understood as the system headquarters, located in the Fresno County Public Library.) The library has made a strong commitment to the bookmobile program in leading a campaign against the attempted withdrawal of funds from the program by the County Board of Supervisors.

The library reflects some elements of the program. Staff at the checkout desk include an Anglo, a black, and a bilingual Spanish-surnamed American. There is, however, one aspect in which the branch libraries of the system have not been as cooperative as desired. The branch libraries are, according to Mrs. Stevens, slow to respond to their Spanish-speaking clientele and to accept the Spanish materials that Biblioteca Ambulante makes available to the libraries.

Relation to Community

For the most part the bookmobile tries to maintain distance between itself and community agencies. Although OEO and CAP originally helped in setting up stops for the bookmobile, they are no longer interested in the program. (Community action organization officials of two different counties reported they had been informed of the program initially--"the bookmobile staff came to tell me about it"--but were no longer aware of its operations and impacts.) Mrs. Stevens views this distance as somewhat advantageous, since the bookmobile once experienced a setback through being too closely identified with an OEO center. According to the program director, one of the men on the staff was allegedly involved in some unscrupulous dealings at the center. The program staff thus feel it important to keep independent of the community centers; if program participants have a grievance against the centers, they may extend this feeling to the bookmobile.

Relations with the local schools are better; several principals at schools which the bookmobile visits were enthusiastic about the program. One praised it for "giving these kids a chance to get books, especially in Spanish, that they would get no other way."

Community support from the participants themselves has been strong and effective. When the County Board of Supervisors refused to assume funding of the bookmobile, participants mailed in hundreds of postcards in protest, and an estimated 300 persons participated in a protest demonstration. The funds were awarded.

Program Costs

Estimated real total program costs during fiscal year 1970 were $67,223 (Figure 1). The program has been independently operated, and total funding during fiscal years 1969-1971 has been $220,932, provided by LSCA ($109,335), the State of California ($96,065), and the City of Fresno ($15,532).

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional	$13,216			$13,216
Nonprofessional	25,111			25,111
				38,327 (57%)
II. Collection				
Books	11,141			11,141
Periodicals	1,696			1,696
Audiovisual	1,788			1,788
				14,625 (22%)
III. Program Services & Supplies				
Telephone	159			159
Postage	50			50
Supplies	1,416			1,416
Bookmobile Travel	8,993			8,993
Automobile Travel		$500		500
Equipment Depreciation	3,153			3,153
				14,271 (21%)
TOTAL	$66,723 (99%)	$500 (1%)		$67,223

Direct program expenditures during fiscal year 1970 were $66,723, or over 99 percent of total program costs. The bulk of these expenditures is accounted for by the program staff, which consists of a full-time professional librarian, two full-time driver/clerks, one full-time library assistant, and two part-time (approximately 10 hours per week) library assistants. Program collection expenditures totaled $14,625. Bookmobile travel was a substantial cost item totaling $8,993. A depreciation charge of $3,153 has been made. This represents straight-line amortization over a period of 10 years of initial capital expenditures of $31,527, including bookmobile vehicle ($27,554), furniture ($414), and other equipment--movie and slide projectors, screens, and radio system, and three book carts ($3,559).

The supporting library provides an automobile out of its resources. The automobile is driven approximately 125 days each year at an average daily mileage of 40 miles. A rate of 10 cents per mile has been used in estimating this cost component.

Overall, staff requirements account for 57 percent of total program costs, the program collection for 22 percent, and supplies and services for the remaining 21 percent.

The supporting library/library system, the San Joaquin Valley Library System, had total expenditures of $148,277 during fiscal year 1970. Its supporting services to the program represent 0.3 percent of total expenditures, but total program costs represent a substantially greater 45.3 percent.

A high estimate of annual total program costs would be based on the following assumptions:

- Staff cost requirements are 10 percent higher than originally recorded owing to a requirement for higher staff qualifications;
- Program collection costs are 30 percent higher, reflecting the fact that the previous year's expenses were substantially higher due to the necessity of building up the original collection;
- Bookmobile travel costs are 10 percent higher than originally estimated;
- Equipment depreciation costs are 10 percent higher than originally estimated; and
- All other expenses are 25 percent higher than originally estimated.

The high estimate is $82,975, which is 19 percent higher than the best estimate.

II. Program Effectiveness

Summary of Program Effectiveness

The Biblioteca Ambulante appears to have succeeded in attracting those who have not been able to get library services otherwise. A majority of the older school age, young adult, and adult respondents credit the program for improving their reading comprehension, getting them to read more books and magazines, and motivating them to finish the books they start (see Figure 2). Similarly, over half say they do better in school and want to learn new things.

The major impact of the program on the community has been the fostering of a belief on the part of the Spanish-surnamed Americans that the bookmobile is something the government has done for them without demeaning them. The program is slowly influencing other branch libraries to promote the use of Spanish materials and bilingual notices and signs.

Penetration

The program reaches approximately 5,000 participants and 25 branch libraries. It covers four counties. Some of its 30 stops are more the 60 miles from the Fresno County Public Library, and many of these are not on public roads. Each stop is visited once every two weeks. The locations visited vary in type (schools, labor camps, parks, and towns), size (from 20 to 400 participants), ethnic composition (black, Anglo, and Mexican-American) and age composition. Overall, 20 percent of the participants are black and 80 percent white, the latter figure including 60 percent Spanish-surnamed Americans.

Fifty participants completed the communications surveys at three of the most populated stops. Thirty-one of these were administered the Older School Age Survey and 19 the Young Adult/Adult Survey. All respondents are Mexican-American. Most are young. The average age of the younger group is 11 and of the older group, 79 percent are under 21.

Other background characteristics of the participants indicate that most are disadvantaged and have previously had little contact with libraries. Of the young adult/adult sample, 44 percent earn less than $3,000 a year and only 31 percent earn over $5,000. Almost three quarters (74 percent) had not previously visited a library as often as once a month.

Participant Impact

Figure 3 summarizes the respondents' evaluations of the impact of the Biblioteca Ambulante. It is quite clear that the reading patterns

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: None Impact (OSA): Like to read (77%) Like library (87%) Want to learn new things (97%) Impact (YA/A): Like library (79%) Want to learn new things (68%)	Goal: Get books to those not able to get library service otherwise Impact (OSA): Read books (97%) Read magazines (57%) Finish books you start (67%) Read new kinds of things (97%) Use school library (57%) Impact (YA/A): Read books (84%) Read magazines (89%) Finish books you start (74%) Read newspapers (53%) Read new kinds of things (90%) Get first library card (53%)	Goal: None Impact (OSA): Understand what you read (97%) Impact (YA/A): Understand what you read (100%)
Non-Print	Goal: None Impact (OSA): Feel grown up (77%) Impact (YA/A): Feel good about yourself as a person (68%)	Goal: None Impact (OSA): Watch educational TV (67%) Impact (YA/A): Watch educational TV (50%) Help others with school work (53%)	Goal: Get people to realize their potential ability Impact (OSA): Do well in school (70%) Know where to look for answers to different kinds of questions (70%) Impact (YA/A): Do well in school (68%) Know where to get the information you need (84%)

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact	
General	Older School Age (N=31)	Young Adult/ Adult (N=19)
Affect:		
Like to read	77%	68%
Feel good about yourself as a person	NA	68
Feel grown up	77	NA
Like the library	87	79
Behavior:		
Read books	97	84
Read magazines	57	89
Watch educational TV	67	50
Finish the books you start	67	74
Skills and Knowledge:		
Do well in school	70	68
Know where to get the information you need	NA	84
Know where to look for answers to different kinds of questions	70	NA
Understand what you read	97	100
Program Specific		
Affect:		
Want to learn new things	97	68
Behavior:		
Read newspapers	30	53
Read new kinds of things	97	90
Help others with school work	47	53
Go to school library	57	NA
Go to public library	40	NA
Get first library card	NA	53

of program participants have been a major focus of program impact. Virtually all of the older school age (97 percent) and the great majority of the young adult and adult respondents read more books. Large majorities say they like to read more (77 and 68 percent), read new kinds of things (97 and 90 percent), and understand better what they read (97 and 100 percent). While most participants read more magazines (57 and 84 percent), fewer report an increase in newspaper reading (30 and 53 percent).

The substantial impact of the program on the reading behavior of its participants is reflected in the respondents' comments. One school child said, "I like to read all kinds of books now--more than before." The subjects mentioned by the participants indicate that a diversified set of interests is being satisfied by the program's reading matter. Among the new kinds of reading listed by the older participants are books on lettering, history, hot rods, airplanes, and sewing, as well as mysteries and romances.

For many of the participants, going to the bookmobile has brought them closer to the library and made them feel more competent in using it.* High proportions say they like the library more (87 and 79 percent) and know better how to get the information they need (70 and 84 percent). Over half of the older participants (53 percent) credit the program for allowing them to have their first library cards.

Enthusiasm for the program has also had some impact on the school work of its participants. Most say they do better in school as a result of the program (70 and 68 percent) and about half report helping others with school work (47 and 53 percent).

Library Impact

The program is slowly engaging the cooperation of local branch libraries in its four-county area in the promotion of Spanish materials within these libraries, and has also encouraged the use of bilingual notices and signs.

Community Impact

From talking with the participants, Mrs. Reilly has concluded that the major impact on the community has been the general feeling of the Mexican-Americans that the bookmobile is a valuable service they get from the government without having to conform to alien cultural patterns in order to obtain it; it is something offered them with no strings attached.

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* In this case, "the library" refers to the bookmobile itself. Only 40 percent of the younger group, for example, say they go to public libraries more.

Factors Related to Effectiveness

Three factors play an essential role in the effectiveness of Biblioteca Ambulante: publicity, accessibility, and staff. Initially, the chief means of publicizing the program was personal contact with potential users; this may have been the most significant single cause of its success.

The bookmobile has been able to bridge this gap between the institutional library and the people because it goes to its clients and, if necessary, seeks them out. According to a number of people with whom site observers spoke, Mexico does not have lending libraries; hence Mexican-Americans, unacquainted with the concept, are hesitant to use libraries. As one participant remarked, he was "happy to find out you didn't have to pay for them [books]." Bringing the library to the people has eradicated many of the misconceptions about it.

The fact that the staff share the participants' cultural heritage and background has also been essential to the program's effectiveness. It is better, Mrs. Reilly told site observers, to staff with local people who have been given minimal training than to use trained people who are strangers to the community. This statement was substantiated by the special rapport observed between participants and the Mexican-American staff.

Two minor characteristics which, if changed, might enhance the program, are the present checkout procedures and the presence of only one door in the bookmobile. The checkout procedures, while perhaps less complex than normal library procedures, are time-consuming and troublesome to borrowers. One has to "get in such a big line. The man asks too many questions when you want to borrow a book," reported one elementary school participant. Site observers noted that the procedures were slow and created long lines at those stops drawing a large number of participants. If the bookmobile had, in addition to the door at the side, another door in the rear of the vehicle, this bottleneck might be eliminated.

CASE STUDY NO. 29

Mod-Mobile
Tulsa City-County Library
Tulsa, Oklahoma

I. Program Description

Introductory Summary

The Tulsa, Oklahoma City-County Library Mod-Mobile is "the bookmobile attempt to attract and stimulate people who are not library users."* The bookmobile, operating year-round, stops regularly in the summer at 14 urban, suburban and rural sites in Greater Tulsa. Roughly one half of the sites are community centers, another quarter are schools, and the remaining quarter are homes for foster and delinquent children. Many of the community centers visited are parts of federal, city or private low-income housing developments. In the winter, the Mod-Mobile's schedule is similar but the proportion of schools served is increased, and other visits concomitantly decreased.

The Mod-Mobile has been funded entirely by the Tulsa City-County Library except for an original OEO grant. The estimated budget for 1970-1971 was $19,036. The library supplies the two full-time program staff, the materials and vehicle and all operating expenses. The library also releases other library staff on occasion for special activities at the bookmobile stops.

Goals

The two main goals of the Tulsa Mod-Mobile are: (1) to bring library service to the disadvantaged, and (2) to change the image of the bookmobile. Potential patrons had confused Tulsa's usual "bland tan" bookmobiles with the city's TB X-ray unit; they refused to come aboard out of fear, or because they thought they would be required to pay for services. Feedback from bookmobile drivers and branch librarians in the area served to indicate that a change was in order.

The program aims at affecting reading behavior through influencing children to take out and read books and other printed matter. Though it manipulates library affect to do so, its ultimate aim is boosting book circulation among non-users of the library.

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* Since '65: 1969-1970 Annual Report of Tulsa City-County Library.

Target Group

The target groups of the Mod-Mobile are the disadvantaged of all ages and races, including blacks, Indians and whites in and around Tulsa. During the school year, special appeal is made to children attending the schools visited by the Mod-Mobile.

Origin

An original OEO grant of $10,000 was given to the Tulsa City-County Library in 1968 "to establish and expand library services to the illiterate, disadvantaged and culturally deprived of Tulsa County. It was primarily directed to those with annual incomes of $3,000 or less."* The Mod-Mobile started operations in the summer of 1968 with four regular stops in low-rent housing areas. Initially, an 18-year-old, newly painted blue bookmobile, held together with baling wire, decorated with psychedelic flowers outside and mod posters inside, and equipped with a rear-view screen, clanked its way to the stops. Popular music from an on-unit tape deck served to lure children and young adults into the unit. The present Mod-Mobile is a two-tone blue Gerstenlager (bookmobile) unit which is 11 years old. It lacks the rear-view screen and flowered exterior, but is air-conditioned, decorated inside with posters and equipped with a tape deck.

After its first year, the Tulsa City-County Library took over full support of the Mod-Mobile.

Implementation

Staff

Staff of the Mod-Mobile are especially chosen by the main library for their youth, interest and good relations with young people. The Mod-Mobile is run by one librarian and one driver. Its librarian is required to have a B.A., while drivers must be high school graduates. Mrs. Barbara Gipson, present full-time Mod-Mobile librarian, is a young black woman with previous experience as a reading teacher. She has worked on the Mod-Mobile since August 1970.

Three drivers share the duty of manning the Mod-Mobile. All are high school graduates who are working part-time as they put themselves through college. Chris Miracle, a Tulsa University psychology student, epitomizes the informal, extroverted approach of all three drivers. He has worked on the bookmobile since its inception and especially enjoys contact with children. Long-haired and very friendly, he knows the astrological signs of all the regular patrons, is willing to play catch or shoot baskets with the children, and will decorate signature cards and book slips with drawings.

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* Communication from Mrs. Pat Woodrum, Chief of Public Services, February 11, 1971.

In addition to regular bookmobile staff, other personnel in the Tulsa City-County Library volunteer from time to time to work on the bookmobile. At times, small groups of young staff members will come along on the Mod-Mobile to stage puppet shows or hootenannies in some of the community centers which are visited.

Sites and Schedule

Sites were originally selected by the Public Services Division of the Tulsa City-County Library on the recommendations of OEO personnel and CAP personnel in the neighborhoods, and local branch librarians. The walking distance from existing branches and the presence of natural barriers were also taken into account in selecting each site. Site lists are periodically revised. The staff hope in the near future to divide the Mod-Mobile's present territory in two. One Mod-Mobile will go to North Tulsa and the other to Southwest Tulsa.

In a typical summer week, the Mod-Mobile operates four days and makes 14 stops lasting one to two hours each. On the fifth day, the vehicle is serviced and the librarian replenishes the collection, does paperwork and prepares programs. Attendance at most sites is unpredictable and staff do not keep close records of it. An estimated range of attendance runs from 30 at a Salvation Army home to 200 at a recreation center in a community park.

Community center stops, comprising about half of the total, include a shopping center, housing complexes, isolated rural areas, parks, and a Concentrated Employment Program center. Schools and homes for delinquent and foster children are located in urban, suburban and rural areas.

Vehicle

The present Mod-Mobile is not quite as exciting-looking as its flower-bedecked predecessor, but is distinct from TCCL's regular tan bookmobiles. It is mechanically more reliable than its predecessor, and sticks more closely to its schedule. The presence of air-conditioning necessitates allowing only a limited number of children into the bookmobile at any one time, and they are prohibited from going freely in and out of its heavy swinging doors. As a result of this policy, many children wait outside the unit while those already inside may feel rushed into leaving in order to give others a turn.

Materials

About one half of the Mod-Mobile's book stock is paperback; the rest is hardcover books classified according to four categories: adult fiction, adult nonfiction, junior nonfiction and junior fiction. Junior fiction is arranged by grade level, using the book lists put out by the Tulsa School System, and the selection is based on these lists.

Paperbacks are all filed together on one side of the unit in fiction and nonfiction categories. These are mostly single copies of books in the 50¢ to $1.95 price categories. Light fiction, mysteries, and science are much in evidence, and there is what seems to be an incidental sprinkling of books on practical, household and educational information. The unit also has popular periodicals--Time, Newsweek, Sports Illustrated--available for borrowers. A small selection of GED (high school equivalency) material is kept, but is not too conspicuously shelved. With the exception of its paperbacks, the Mod-Mobile collection of material is fairly representative of a traditional branch in miniature. Little black-oriented literary and historical material, Indian material, or survival information geared toward the disadvantaged is included. Some of these materials are, of course, in the collection, but the conditions of their acquisition was more fortuitous than purposeful.

One hundred popular, soul and country-and-western records had previously been available for borrowing, but as they wore out or "disappeared" they were not replaced. Only about five to 10 of the least popular records were on the unit when it was observed.

The Mod-Mobile librarian obtains materials directly from bookstores with money from petty cash allotment, or orders books through the regular channels of the Community Services Department. The former way is a quicker method of getting what is needed.

Participants may request materials. The Mod-Mobile librarian will order the book or obtain a loan copy for the patron from the main library's Extension collection. This copy will be available for the patron at the Mod-Mobile's next visit to his site.

Library Procedures

Borrowers must have a regular library card and are at least theoretically responsible for fines incurred on overdue books. Adults are expected to pay fines, but children are asked to pay a penny--to prove the point of their responsibility--and are forgiven the rest of their fines.

Activities

System-wide activities and reading drives are initiated by the Mod-Mobile. The Tulsa City-County Library's Summer Reading Program, "The Magic Maze Reading Club," was observed in operation on the unit. Each child received a button and an attractive pink maze folder which was to be filled in by the librarian with stamps and special seals on the completion of at least ten books. While a definite attraction for children, the maze procedure was observed to make extra work for an already busy librarian in a very crowded and hectic facility.

The Mod-Mobile service observed was accompanied at a few sites by special programs by volunteer library staff of other central library departments. The Mod-Mobile driver, librarian and two volunteers (clerical staff from Central Circulation) put on a hootenanny for a crowd of predominantly white children in a large public recreation center. On the succeeding day, a professionally equipped Punch and Judy show was given by a group including some of the same staff at the community centers of two low-income black housing projects. Such special programming attracts children, many of whom stay after the program to take books from the unit.

Publicity

Mrs. Woodrum feels the Mod-Mobile is "its own best publicity." Its visibility and word-of-mouth reputation help it draw children of all ages.

Initially, newspaper ads, radio spots and TV announcements--as well as a "Name the Bookmobile" contest--were employed to publicize the program. The newspapers, TV and radio have continued their cooperation. Very effective also were the forays of the original staff into the community. A young white woman who was a former Mod-Mobile librarian remembers the initial hostility and sense of strangeness toward the staff and unit that local residents displayed when the Mod-Mobile first visited black neighborhoods. She feels the "advance publicity by walking about in the community talking to children and their parents" broke down initial resistance to library service and "overcame hostility toward white personnel."

Relation to Library

The Mod-Mobile is operated under the Community Services Division of the Tulsa City-County Library. Its staff either orders materials through the traditional method of Community Services requisitions, or purchases directly from division petty cash. Volunteer staff, notably from the Children's Department and Circulation, are loaned to the Mod-Mobile for special programs. Materials, such as the Children's Department puppet stage, are also loaned. Mod-Mobile has access to Community Services and main library materials in the filling of user requests.

Relation to Community

The Mod-Mobile maintains relations with such community agencies and institutions as housing projects, schools and recreation centers to the extent of making stops at these locations and occasionally using their facilities for special events.

Program Costs

Estimated real total program costs during fiscal year 1970 were $19,036 (Figure 1). The program is operated independently and is supported by Tulsa City-County Library resources. An initial $10,000 grant from the Office of Economic Opportunity (OEO) helped to establish the program.

Direct program expenditures represent 87 percent of total program costs. The main component of these expenditures is program staff, which is composed of a librarian and a driver, supervised by the Chief of Extension Services. Initial capital expenditures of $3,080--$2,570 for equipment and $510 for remodeling and major repairs--were required. An estimated annual depreciation charge of $310 has been made.

Library system supporting services are represented by an eight year-old bookmobile which was reassigned for use in the program. An estimated annual depreciation charge of $2,500 has been made.

Overall, staff requirements account for 67 percent of total program costs.

The supporting library/library system, the Tulsa City-County Library, had total expenditures of $1,383,910 during fiscal year 1970. Thus, total program costs represent 1.4 percent of the system's total expenditures.

A high estimate of annual total program costs would be based on the following assumptions:

- Staff requirements are 50 percent higher than originally estimated, providing for use of a professional librarian on the Mod-Mobile and supplementing the Mod-Mobile staff with other library staff members to an extent equivalent to addition of a full-time staff member;
- Expenditures for books are doubled indicating a more rapid build-up of the initial program collection;
- Equipment depreciation is 10 percent higher than originally estimated; and
- All other expenditures are 25 percent higher than originally estimated.

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional	$ 990			$ 990
Nonprofessional	11,731			11,731
				12,721 (67%)
II. Collection				
Books	1,275			1,275 (7%)
III. Program Services & Supplies				
Telephone	40			40
Insurance	137			137
Postage	72			72
Maintenance	1,652			1,652
Supplies	237			237
Data Processing	92			92
Equipment Depreciation	310	$2,500		2,810
				5,040 (26%)
TOTAL	$16,536 (87%)	$2,500 (13%)		$19,036

The high estimate would be $26,510, which is 39 percent higher than the best estimate.

II. Program Effectiveness

Summary of Program Effectiveness

The Mod-Mobile appears to have had pronounced positive impact upon the reading affect and behavior of its users (see Figure 2) who, for survey purposes, ranged from elementary school age to young adulthood. To a somewhat lesser extent, it has favorably influenced affect toward the library, although a minority report that for them the Mod-Mobile has wholly supplanted the library.

Impact upon the main library has taken the form of interest among the younger staff in Mod-Mobile activities, to the extent of volunteering help with its special programs.

The Mod-Mobile is well-known among leaders in the communities it serves, its effectiveness being especially noted by school principals. Recreation center personnel cooperate in the staging of Mod-Mobile programs at their facilities, despite the occasional inconvenience involved.

Penetration

The Mod-Mobile's target group consists of black and white disadvantaged of varying age in and around Tulsa. Fifty program participants were interviewed by TransCentury Corporation interviewers at six Mod-Mobile stops in the city. These sites were selected to represent the complete black-white range of neighborhoods in the area, i.e., one all-black site, one all-white and several mixed.

Thirty-five participants were administered the Older School Age Communications Survey. Averaging nine years in age, these respondents included 22 girls and 13 boys. Slightly over half (56 percent) were black. Fifteen participants were old enough to receive the young adult/adult survey. However, almost three quarters (71 percent) of these were under 21. The eight men and seven women interviewed were mostly (79 percent) black.

The physical attractiveness of the Mod-Mobile and its personnel, the convenience of the local stops and the personalities of the staff all contribute to the popularity of the program. When asked why they came to the Mod-Mobile, the participants made the following typical comments:

> They had books I wanted to read. Chris, the Mod-Mobile driver--because he helps me pick out books.
>
> Nice people. Good books.

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: Change image of bookmobile Impact (OSA): Like to read (92%) Like library (69%) Impact (YA/A): Like to read (73%) Like library (73%)	Goal: Bring library service to disadvantaged Impact (OSA): Read books (86%) Finish books you start (83%) Read magazines (63%) Read new kinds of books (98%) Use school library (60%) Impact (YA/A): Read books (80%) Finish books you start (75%) Read new kinds of books (80%) Read newspapers (60%)	Goal: None Impact (OSA): Understand what you read (80%) Impact (YA/A): Understand what you read (73%)
Non-Print	Goal: None Impact (OSA): Feel grown up (50%) Like school (60%) Want to learn new things (69%) Impact (YA/A): Feel good about yourself as a person (53%) Want to learn new things (67%) Gotten what you wanted from program (100%)	Goal: None Impact (OSA): Help others with school work (50%) Like music (69%)	Goal: None Impact (OSA): Do well in school (71%) Impact (YA/A): Do well in school (70%) Know where to get the information you need (80%) Appreciate music (67%) Know how to use library (80%)

> It's cool when you come out of the hot sun. Like the music.
>
> They have some pretty attendants. There aren't any other librarians out here.
>
> Convenience. It comes right to where I work.

Participant Impact

Figure 3 summarizes the responses of the older school age and young adult/adult participants regarding program impact. It is quite obvious that participation in the Mod-Mobile program has stimulated changes in the book reading patterns of the respondents. Large majorities say thay read more in general (92 and 73 percent), read more books (86 and 80 percent), finish more of the books they start (83 and 75 percent), and read new kinds of books (98 and 80 percent). To a lesser extent increased reading behavior has extended to magazines (63 and 47 percent) and newspapers (35 and 60 percent).

There is little doubt that the Mod-Mobile has been a popular program with its participants. Similar majorities of both groups say they like the library more because of the program (69 and 73 percent). All of the older group have gotten what they want out of the program.

Visiting the Mod-Mobile seems to have caused a decrease in participants' use of the main library. While 31 percent of the younger group say they go to the public library more, almost as many (29 percent) say they go less. When asked how their use of the library has changed since the program began, one third of the older respondents volunteered that they had stopped going or did not use it. Among their comments were the following:

> I stopped using the public library and started using the Mod-Mobile.
>
> [The Mod-Mobile] has been an aid so I have no need for the library.
>
> I don't use it now and I didn't before.

To a degree, the program seems to affect the school life of its participants. Three fifths of the older school age respondents maintain they like school more, and large majorities of both groups say they do better in school (71 and 70 percent). Somewhat fewer report that they help others with school work (50 and 33 percent).

The musical format of the Mod-Mobile has stimulated some interest and activity on the part of its participants. Sixty-nine percent of the older school age respondents say they like music more and two thirds of the older group say they appreciate music more. Several of

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact	
General	Older School Age (N=35)	Young Adult/ Adult (N=15)
Affect:		
Like to read	92%	73%
Feel grown up	50	NA
Feel good about yourself as a person	NA	53
Like the library	69	73
Behavior:		
Read books	86	80
Finish books you start	83	75
Read magazines	63	47
Watch educational TV	31	23
Skills and Knowledge:		
Understand what you read	80	73
Do well in school	71	70 (N=10)
Know how to use the library	NA	80
Know where to get the information you need	NA	80
Know where to look for answers to different types of questions	35	NA
Program Specific		
Affect:		
Like school	60	NA
Want to learn new things	69	67
Gotten what you want out of the program	NA	100
Behavior:		
Read new kinds of books	98	80
Read newspapers	35	60
Help others with schoolwork	50	33
Go to concerts	23	47
Like music	69	NA
Go to school library	60	NA
Go to bookstores	32	20
Go to public library	31	47
Skills and Knowledge:		
Know how to use card catalogue	29	NA
Appreciate music	NA	67

the respondents mentioned the music on the Mod-Mobile as one of the reasons they liked it. The (now depleted) record collection was also very popular. However, enjoyment of this collection and of Mod-Mobile hootenannies has not extended to increased attendance at other musical events. Less than half (47 percent) of the older group and less than one fourth (23 percent) of the younger say they attend concerts more because of the program.

Library Impact

The Mod-Mobile, Mrs. Woodrum reports, has gotten much publicity for the library and has helped to inform people that there is a library. Library staff seem to approve of the program, as evidenced by the cooperation of some staff members in putting on special events at Mod-Mobile stops.

Community Impact

The Mod-Mobile is known to many of the personnel at the schools, day care centers and public housing projects it serves. A social planner at Tulsa Model Cities echoed the general feeling among community leaders contacted when she remarked that "the Mod-Mobile is quite a stimulating thing. It is an excellent recruitment device to entice and attract people. It makes library service more acceptable to them." Principals of three elementary schools served by the Mod-Mobile remarked on its effective supplementation of their own school library's services. They felt that their students preferred the Mod-Mobile to the school libraries and looked forward to its visits.

While the leaders of two of the recreation centers had reservations about the intrusion of special Mod-Mobile programs on their own activities, and about the Mod-Mobile staff's expectation that they would furnish facilities on very short demand, they felt that the hootenannies and puppet shows are a worthwhile supplement to book circulation. One of these directors commented on the Mod-Mobile's approach of, as he termed it, pulling up in the bus, opening it, and saying "Here I am." He felt that the Mod-Mobile would appeal more to the disadvantaged if more effort were made to entice children, for example, with films and shows.

Factors Related to Effectiveness

The young, talented staff attract and hold children's attention and loyalty. Personal help and friendship reassure the children and let them know they have allies in both librarian and driver. The black female librarian and white male drivers make the unit a comfortable social facility for patrons of both sexes and races.

The unit itself is attractive; its decorations are current enough not to be threatening to children, but its procedures and atmosphere are traditional enough to compare favorably with a children's room in a regular branch. The setup does not seem to have been planned to capture young adults or adults, and relative disuse of it at an observed Concentrated Employment Program stop would tend to reinforce this view.

The simplified classification system for materials is easy to maintain, but creates a difficulty for users trying to find specific books by specific authors. A librarian who knows the facility can be asked to find the book, but a youngster who is easily frustrated in his own efforts, or who is too shy to ask for help, may never get what he wants.

Another practice of doubtful value is the shelving of some elementary grade level books on shelves too high for children of these ages to reach unassisted, thus hampering their independence in book selection.

The special programming serves as an effective, though sporadic, come-on for children whose interest might not be aroused by the mere sight of the vehicle.

CASE STUDY NO. 30

Showmobile/Learning Scene
Dallas Public Library
Dallas, Texas

I. Program Description

Introductory Summary

The Dallas Public Library's Showmobile/Learning Scene program delivers library services to low-income areas. Its mobile unit concentrates on activities like puppet shows, games, music and contests for the young during the summer and a broader range of services to all age groups during the fall, winter, and spring. It encourages reading in neighborhoods where the public library has few regular clients and it enriches book-poor homes with reading materials.

Dallas, Texas, is a major industrial and financial center of the Southwest. The city's population is over 1,350,000. There is no structural inner city, or ghetto, in the traditional sense of the word. Pockets of minority groups are scattered throughout the city. Some of these pockets are truly isolated, and even rural in nature. There is a preponderance of individual frame houses and a lack of large tenements. Two major areas with large populations of social minorities are South Dallas (virtually all black) and West Dallas (approximately 50 percent black, 25 percent Spanish-surnamed, and small numbers of American Indians).

The program, funded by the Dallas Public Library, has its own budget, which was estimated at $34,934 for fiscal year 1970-1971. The library releases staff to the program occasionally for special programming. Community agencies have cooperated in selecting sites and determining services to be given at these sites. Close contact with these agencies is maintained. The Showmobile/Learning Scene is in the process of becoming part of the Dallas Crossroads Community Center, while still remaining a program of the Dallas Public Library. This community center will house a branch of the Dallas Public Library.

Goals

The Showmobile/Learning Scene strives to deliver library servi to the unserved and the "culturally different," in the words of the program director. More specifically, the program has three primary objectives. First, it attempts to overcome physical, administrative, and psychological barriers to library use by the disadvantaged. In particular, it seeks to reach areas which are isolated from regular services, to minimize structural and regulatory impediments to participation by the disadvantaged, and to provide a personalized one-to-one type of relationship which attracts, encourages and involves local participants. Second, it aims to provide services to people who are unaware that there are any library services which are relevant to their lives. Materials and programs are chosen with an overriding criterion that they be precisely related to the present lives and cultural world of the population served. Third, the program is intended to give honor and respect to the differentness of each culture, whether it be black, Mexican-American, disadvantaged, or hippie. No overt pressure is exerted to force participants to join any prespecified concept of a mainstream of American life.

Target Groups

The basic service population is composed of upwards of 100,000 metropolitan Dallas residents who receive no other regular library service. Low income is characteristic of this group and it is largely composed of blacks, with a substantial number of Mexican-Americans. A special emphasis is placed on reaching children in disadvantaged and isolated neighborhoods. The greatest concentration of service has been provided to neighborhoods in South and West Dallas.

Origin and Implementation

The Showmobile/Learning Scene was begun in the summer of 1968 as a Dallas Public Library experimental program to serve the disadvantaged. It was originally conceived as a library-sponsored agency of the Dallas Crossroads Community Center, a cluster of agencies then being planned to serve mainly South Dallas. However, due to the availability of a 17-year-old bookmobile which had been released from service, it was decided not to wait for completion of the center but to push ahead immediately on an experimental basis. No separate operating budget was established for the program. The original program was known as the Showmobile and it was intended to serve children during the summer months.

The Showmobile operated for 12 weeks during the summer of 1968. With the assistance of recommendations from each branch, it sought out its own neighborhoods and service areas. Thirty different locations were ultimately served. Special attention was given to areas where children congregated: playgrounds, ballfields, empty lots, neighborhood centers. Programming was aimed at attracting attention within the neighborhood and making services enjoyable. Spontaneity was the central theme and there were a large number of informal talks and "rap sessions" between the program staff and participants. Volunteer members of the main library's staff conducted story hours, puppet shows, and poetry readings.

During the second summer (1969) of operations, the program was given its own budget and its services were expanded. Fifty sites were visited on a biweekly basis. More community centers, housing projects, and street-corner locations were added to the route. Special programming included use of a tape recorder to allow children to record and hear their voices, a paper airplane-making party, and a "Draw the Showmobile" contest with prizes for children in each neighborhood.

In 1969 it was decided to make the program a year-round one and to rename it the Learning Scene for fall, winter, and spring activities. During this time the program would concentrate on serving adults. Four types of sites were selected for service by the Learning Scene:

(1) Places where adults gathered in an educational environment, such as the Opportunities Industrialization Center (OIC) and the Manpower Training Center;

(2) Places where adults gathered in a cultural environment, such as the Senior Citizens of Food and Fellowship and Block Partnership group:

(3) Places where mixed groups could be served away from home, such as neighborhood recreation centers and commercial street locations; and

(4) Places where mixed groups could be served in a home environment, such as housing developments and isolated neighborhoods.

Altogether 20 to 22 sites were served on a biweekly basis.

Implementation

Activities

The program has continued to operate in a similar fashion on a year-round basis as the Showmobile/Learning Scene. In the present summer schedule, the Showmobile makes 16 stops a week on a biweekly basis, for a total of 32 stops of one to two hours each. The program operates Monday through Friday, both daytime and early evening. The fall, winter and spring schedule is about the same, though more stops are made at schools and fewer at places frequented primarily in the summer months. The program now operates almost entirely in South Dallas, and former service to West Dallas has been curtailed (see below, Changes in Program).

Programming centers on supporting adult education and training activities through provision of related materials and on cultural enrichment activities such as black history, film programs and provision of ethnic history collections.

Staff

The initial Showmobile staff included a supervisor and a librarian on a half-time basis. They were supplemented by volunteers from the main library staff; a total of 60 staff members contributed to the program during the course of the summer.

The Showmobile supervisor, Mr. William ("Bill") Ludwig, was serving as a "floating librarian" and was available on a relatively free schedule at the time of his initial appointment. Bill, who has no professional library training, is a former bookmobile driver and an excellent puppeteer. He is very open, responsive to people's needs, and patron-oriented. When first assigned to the Showmobile as supervisor, he reported directly to the Chief of Branch Services at the Dallas Public Library.

In 1969, the Showmobile/Learning Scene staff was increased to its current size: the supervisor, a librarian, a driver, and a clerk. All work full-time on the program except for Bill, who, in response to a community crisis, has had to divide his time between administering the West Branch Library and supervising the Showmobile/Learning Scene. Although Bill is white, the other members of the current staff are black, and there is a consistent effort made to utilize members of minority groups on the staff. The staff observed appeared to be on excellent terms with participants. The young black driver, Ralph Bailey, often goes door-to-door at some of the less densely developed housing project sites, and rounds up participants.

Since the first summer, the Showmobile's novelty for main library staff has worn off and there is less assistance than before. However, the program continues to serve as a training vehicle for other library system personnel (see below, Relation to Library).

Facilities and Materials

The program was begun with only limited financial resources available. A 17-year-old bookmobile which had been taken out of service was called back from retirement. The van is not air conditioned and is relatively cramped, measuring seven by 22 feet. It was repainted a bright yellow and some psychedelic touches were added to guarantee an exciting appearance. A cowbell was used to announce arrival of the Showmobile.

The initial program collection was composed of approximately 1,000 donated books for all ages, but with an emphasis on juvenile books. These were principally books withdrawn from the library system and thus included many unwanted, second-rate, and worn volumes.

In 1969, with the creation of the Learning Scene, the van had to be remodeled. In particular, lighting and heating had to be added to permit evening and winter operations. A separate generator was required to supply electricity to operate this new equipment. A reconditioned city generator (which originally had been rescued from the bottom of a lake) was obtained. The van was repainted a "cool blue" with yellow letters. The program collection was expanded, especially with respect to adult books, civil service preparation manuals, and racial/ethnic history materials.

Operations during 1969-1970 were severely plagued by mechanical failures of the equipment. For example, during February 1970, the generator functioned at only four of the 20 night stops. Overall, it failed to respond more often than it operated. In addition, the van experienced increasing breakdowns to a point where, during the summer of 1970, downtime due to equipment failure accounted for a loss of half of the hours of scheduled service. The equipment had to be thoroughly overhauled and reconditioned again.

The same vehicle is currently being used and still having mechanical difficulties. The program collection, considerably revamped since its first year, appears to be well chosen with respect to the ethnic groups served and the type of centers served. There are many volumes, both paperback and hardcover, on black culture and history; Spanish materials; GED (high school equivalency) materials chosen with the adult education and job training sites in mind; books on practical skills like carpentry; and fiction. The vehicle has a radio, which serves to attract patrons at the sites.

Participant Role

Program participants include all age groups. Their reactions to different types of programming are carefully considered by program staff. Frequent special requests are made for specific book titles, book subject areas, and films. The high degree of spontaneity in the program ensures that participants will have a strong influence on its content.

Planning

Bill Ludwig plans each season with his staff and community representative, paying close attention to special needs of each type of location and participant group served. A schedule of stops is developed with the cooperation of the community agency or group involved. Program collection materials are ordered on the basis of participant requests, and a list is maintained by the program staff of names and materials taken out by participants. During the past two years, program planning has been severely strained because of Bill's additional duties as administrator of the West Branch Library.

Publicity

Traditional publicity methods have not been appropriate for this program, Bill Ludwig has found. Detailed explanations of what is being done may be of interest to the middle class but have failed to serve as an invitation for the disadvantaged to participate. Thus, recent emphasis has been on achieving exposure in small neighborhood weekly newspapers, not major metropolitan dailies. Radio spots on stations catering to localized groups, such as Dallas' Naked Soul Station, are more appropriate than announcements on large affiliated stations.

Fliers have been printed and distributed in each local neighborhood to invite participation. At certain stops radio music is loudly broadcast in order to attract the desired audience.

Procedures

Initially the program was essentially free of traditional library restrictions. Cards were not required and a simple name, address, and title registration procedure was followed. There were no overdue notices or fines. Informality and a lack of regulation or mechanization characterized the program. Currently, the program is moving back to requiring that all regular library operating procedures be observed (see below, Changes in Program).

Changes in Program

A basic change is now taking place: The experimental program is becoming an institutionalized program. As the program secured its own operating budget from the library, it also was required to comply with increasing regulations and accountability standards. Consequently, it is now reverting into a standard bookmobile operation. Regular library procedures will be followed. The staff must satisfy formal educational requirements. The supervisor will report to the head of the Crossroads Community Learning Center, not to the Chief of Branch Services. A systematic and regular schedule of stops will be followed within the South Dallas service area. Thus, more coverage will be given to a certain part of the city but the other areas, which had been served for the first time by the Showmobile/Learning Scene, will have to fend for themselves. In essence, the original plan of the program's eventually becoming an agency of the Crossroads Community Center is being followed.

Relation to Library

Relations with the sponsoring Dallas Public Library have generally been close. Main library staff continue to volunteer to assist the program, and it is used in training new library staff. In fact, all system staff are invited to spend a day with the Showmobile/Learning Scene. All children's librarians have done this and the general feeling is that it has given them a whole new approach.

The program promotes library card applications by its patrons. In addition, printed fliers with the name and address of the closest branch library to each neighborhood are distributed at the end of each summer.

During 1969, the Friends of the Dallas Public Library contributed funds to produce a large number of "I Read Books" buttons. These buttons were handed out by program staff as rewards to children returning books at the end of the summer season. The main library also displayed the entries in the children's drawing contest in the popular library area.

Relation to Community

Close relations are maintained with community groups. Such groups are contacted by program staff and asked what services they want and how Showmobile/Learning Scene can be tied in with ongoing programs. For example, when the Learning Scene was initiated, its available services were outlined and offered to a number of groups through interviews, group meetings, speaking engagements, and on-location tours. Among the groups contacted were Block Partnership Organization, Opportunities Industrialization Center, Adult Basic Education Program, Adult Evening School, Vocational School, Manpower Training Center, Human Relations Commission, and Mexican-Americans for Political Action. As the Showmobile/Learning Scene is incorporated further as an agency of the Crossroads Community Center, such relationships will be maintained.

Program Costs

Estimated real total program costs during fiscal year 1970 were $34,934 (Figure 1). The program is operated independently and is entirely supported by existing Dallas Public Library resources.

Direct program expenditures account for 94 percent of total program costs. These expenditures are primarily for four full-time staff members: supervisor, librarian, clerk, driver. Library/library system support consists of the repair, maintenance, and gasoline required to keep the program in operation. No depreciation charge is made on the actual vehicle because it was an old, fully-depreciated bookmobile which had been taken out of service.

Staff and community members contributed approximately $300 worth of buttons, stickers, and paint.

Overall, staff requirements account for 85 percent of total program cost.

The supporting library, the Crossroads Community Center, had total expenditures of $91,255 during fiscal year 1970, and its parent library system, the Dallas Public Library, had expenditures of $4,927,266. Total program costs represent 38.2 percent of the supporting library's expenditures and 0.7 percent of the library system's.

A high estimate of annual total program costs would be based on the following assumptions:

- Two professional librarians are required;
- Program collection expenditures are doubled;
- Bookmobile operation expenditures are doubled; and
- A new bookmobile is required.

FIGURE 1

PROGRAM COSTS

Cost Type / Cost Component	Direct Program Expenditures	Library/ Library System Supporting Services	Non-Compensated Services	TOTAL
I. Staff				
Professional	$20,013			$20,013
Nonprofessional	9,781			9,781
				29,794 (85%)
II. Collection				
Books	3,000			3,000
Periodicals	40			40
				3,040 (9%)
III. Program Services & Supplies				
Bookmobile Operation		$1,800		1,800
Buttons, Stickers, Paint			$300	300
				2,100 (6%)
TOTAL	$32,834 (94%)	$1,800 (5%)	$300 (1%)	$34,934

The high estimate would be $42,600, which is 25 percent higher than the best estimate.

II. Program Effectiveness

Summary of Program Effectiveness

The Dallas Showmobile/Learning Scene served over 7,500 patrons in 1969-1970, including a large number of disadvantaged minority group children. Children of elementary school age report liking reading more, the development of new reading interests, and more reading behavior and skills as a result of using the bookmobile (Figure 2). The young adults sampled reported less change, but a majority did report similar impact due to the program.

The program has played a significant role in changing hiring procedures, library regulations, the provision of special materials to minority groups, and other areas of Dallas Public Library operations. The impact of the program on the community has been primarily through its effect on individual users.

Penetration

In the words of Bill Ludwig, "There is an overwhelming need. We are satisfying much of it but we would need five units to really do the job right." However, this should not obscure the fact that significant progress has been made. Overall, the program staff has noticed that the program is now attracting more regular participants. In particular, personal conversation with patrons has indicated that the program is attracting a number of children who have never used their own school libraries but are drawn to the Showmobile/Learning Scene.

Service figures indicate 7,000 children checked out books in the summer of 1968. A total of 17,359 books were circulated and 512 library cards were requested. In the summer of 1969, there were approximately 6,000 patrons, 15,000 books circulated, and 500 library card requests. In addition, there were 200 special requests for particular titles or subjects. Despite mechanical failures which severely curtailed stops, the combined Showmobile/Learning Scene operation from September 1969 through August 1970 served 7,500 patrons and circulated 17,000 books; and 70 film programs were conducted for approximately 2,500 people.

Over 100 different locations throughout the city have been introduced to their first library service and a large new service clientele has been informed of its opportunity to make use of the public library's resources. Misconceptions such as a widely expressed belief that one had to pay directly for library services have been largely overcome.

A total of 75 interviews were obtained at seven locations out of 32 stops the vehicle makes in two weeks. Sites were chosen from among the

FIGURE 2

SUMMARY OF PROGRAM GOALS AND PARTICIPANT IMPACT

	Affect	Behavior	Skills and Knowledge
Print	Goal: None Impact (OSA): Like to read (82%) Like library (76%) Impact (YA/A): Like to read (67%) Like library (78%)	Goal: Increase library use and deliver library service to unserved and the culturally different Impact (OSA): Read books (83%) Finish books you start (82%) Visit bookstores (62%) Go to library special events (56%) Use reference books (65%) Impact (YA/A): Read books (67%) Finish books you start (56%) Visit bookstores (56%)	Goal: Increase awareness that library services are relevant Impact (OSA): Understand what you read (89%) Impact (YA/A): Understand what you read (83%)
Non-Print	Goal: None Impact (OSA): Feel grown up (58%) Like school (87%) Like learning (89%) Impact (YA/A): Feel good about yourself as a person (89%) Like learning (83%)	Goal: Involve local participants in program Impact (OSA): Watch educational TV (71%) Go to library special events (56%)	Goal: None Impact (OSA): Do well in school (89%) Impact (YA/A): Do well in school (82%) Know where to get the information you need (56%) Know how to use library (67%)

five types of locations visited by the Showmobile, which include an Adult Training Center, large federal housing projects, privately owned tenements, small neighborhood centers and areas with single unit dwellings. In these categories seven interviews were obtained at the Opportunities Industrialization Center, 28 at two stops characterized as being privately owned tenement complexes, 19 at two neighborhood centers, and 22 at two areas in which there were single-family homes. There were none collected in federal housing because these were almost all new stops. Sites selected had been visited by the mobile unit for at least one year. Since the vehicle is now stopping only in black neighborhoods, this is reflected in the sample. In all cases, interviews were obtained by simply approaching individuals as they came to use the bookmobile.

Of the 75 interviewed, two were parents of preschoolers or younger school age children, 55 were older elementary school age children and 18 were young adults or adults.

Among the young adults, adults and parents, 56 percent were under 21, and 39 percent between 21 and 30. About 75 percent were still in school. Of those, 28 percent were of junior high level, one third were in high school and 17 percent were in vocational training. Eighty-three percent were female. Only one respondent was a Spanish-surnamed American. All the rest were black.

Among the children, there was an age range between seven and 14 years. All were in elementary school and 69 percent were girls.

Participant Impact

The Learning Scene has affected interests of the younger children more than it has the young adults and adults (Figure 3). Among these younger children, over four fifths report liking reading more as well as learning new things and having increased interest in their world. Eighty-seven percent report liking school more. There is also an increased interest in the library among three fourths of these children. A smaller percentage, but still a majority of young adult and adults, also report changes in affect due to the program.

The program has affected the reading behavior of the participants, especially among the younger children. Over four fifths of them report reading more and finishing more books that they start. Fifty-seven percent report an influence on the type of books read. Changes in reading behavior do not extend to magazines or newspapers, however.

Among the older respondents, two thirds report reading more books. Again, the reading of magazines and newspapers was affected to a much lesser extent. Fifty-six percent report they are finishing more books and over three fourths feel the program has influenced the type of reading they do.

FIGURE 3

AREAS OF PARTICIPANT IMPACT

	Percentage Reporting Program Impact	
General	Older School Age (N=55)	Young Adult/ Adult (N=18)
Affect:		
Like to read	82%	67%
Like library	76	78
Feel grown up	58	NA
Feel good about yourself as a person	NA	89
Behavior:		
Read books	83	67
Read magazines	47	39
Finish the books you start	82	56
Visit bookstores or stores that sell books	62	56
Watch the educational TV channel	71	39
Skills and Knowledge:		
Understand what you read	89	83
Know how to use the library	NA	67
Program Specific		
Affect:		
Like school	87	NA
Like learning	89	83
Behavior:		
Go to library special events	56	17
Use reference books	65	NA
Skills and Knowledge:		
Know where to get the information you need	NA	56
Do well in school (if you are in school)	89	82

Both groups feel the program has helped their reading comprehension. Eighty-three percent of both groups report an increase in this skill. Similarly, high numbers in both groups report doing better in school. Among the participants in elementary school, library skills were improved. Sixty-five percent claim they learned how to use the card catalogue and reference books, 54 percent the dictionary, 56 percent the encyclopedia, and 58 percent maps or globes.

Media interests have also increased among the elementary school children. Over three fourths are watching more TV and 71 percent more educational TV, while 53 percent are going to the movies more. This is much more marginal among the young adults.

Among the younger children there is an increased tendency to frequent places where books are obtainable, both school and public libraries as well as bookstores. Two thirds of the young adults feel they know more about how to use the library, although smaller numbers actually go there. They too go to bookstores more. The number of young adults who previously used the library only once a year or less has been halved since participation in the Learning Scene.

Library Impact

The program has focused attention on the needs of the disadvantaged and there has been a mobilization of additional resources in an effort to meet these needs. First, there has been a substantial increase in the ordering of black and Mexican-American materials by other branches which did not order them before. Second, there has been a change in programming at several branches to include programs on black history and culture. Third, prior to the tightening of the job market, there was an increase in minority hirings by the library system. Fourth, there has been a new effort made to involve community residents in an advisory capacity at several branches. Fifth, relaxed circulation regulations have been adopted at two branches. Finally, the program has provided on-the-job training for many regular library staff members, who have thus become more aware of some of the special problems in serving the disadvantaged.

In addition, many of the regular library staff who have had contact with the program have personally experienced a tremendous sense of identity with the black community and an increased social commitment.

Community Impact

The seven related program directors who knew of the program were unanimously favorable. Two others did not know about the program but did know Bill Ludwig. One of these people, the director of the Block Partnership, said he was "in favor of whatever Mr. Ludwig is trying to do." Several program directors specifically mentioned Bill, either as the initiator of contact or as their first association with the program. Close contact seems to have been satisfactorily maintained with these agencies.

Related program directors generally felt that the program was helping participants by supplying reading material and making them aware of library services. For most of these participants, the Showmobile/ Learning Scene is the only library available, according to program directors.

An additional impact was noted indicating that efforts to select materials to meet needs of particular target groups have been well-founded. The curriculum specialist of the Opportunities Industrialization Center commented that OIC participants get interested in things in class and want further materials, which evidently the program is able to supply. She also cited the materials on hobbies and practical home matters as being used by OIC participants.

Factors Related to Effectiveness

The personal and friendly approach of the staff is a primary factor leading to the success of the program in attracting participants. As one participant put it, "I like the way the people in the bookmobile act." Ralph Bailey, the driver, has gotten some adults to come through his door-to-door publicity methods--and adults have generally been hard to reach at housing project sites. Bill Ludwig's experience as a puppeteer has been an asset; prizes for the "Draw the Showmobile" contest were puppets Bill made, each matched to the winner's ethnic background.

The program collection is a second strong point. As comments from related program directors indicate, materials are closely matched to participant needs and interests.

The program director feels that the effectiveness of the program has been due in part to the flexibility of procedures. This flexibility, however, is being progressively eliminated as the program becomes more and more institutionalized.

OVERVIEW

I. Introduction

A major goal of the field research was to determine which of the thirty "successful" and "effective" programs presented as case studies could also be termed "exemplary". For purposes of the research, an exemplary program is defined as:

> A public library program which has had an identifiable reading or reading-related impact on certain of its participants, at an estimated cost which is reasonable in relation to the extent of participant impact.

The definition of exemplariness is intentionally narrow and limited. Its choice reflects the cost-effectiveness thrust of the study, and also its focus on the role of the public library as an actor in the Right to Read program. The 20 programs listed as exemplary below are not necessarily the only, or the best, reading and reading-related programs presently being sponsored by public library systems. They are instead programs whose experience demonstrably merits the attention of those concerned with development and improvement of reading-focused programs in a library milieu.

The 10 programs which are denied the exemplary imprimatur should not be dismissed, however. In virtually all cases, particular characteristics of program operation or content can be identified as having contributed signally to program effectiveness and success. These characteristics, contained in the observations of program participants and staff, related program personnel and field observer teams, are noted in Section II, Vignettes Relating to Program Effectiveness.

Certain issues of library policy or reading-program strategy bear on Section II's vignettes. Major issues are listed at the end of the section not because they have been resolved through the research--they lie explicitly outside the project mandate--but rather because they appear to merit the particular attention of individuals concerned with the development of reading or reading-related programs in a public library setting.

Following Section II's essay at reportorial summation of individual vignettes and issues, the chapter moves into an analytic overview of all 30 cases. Section III presents a Definition of Terms. This is followed by Section IV, Identification of Exemplary Programs, Section V, National Cost Projections, and Section VI, Program Profiles. The purpose of Section V is to extrapolate costs so that preliminary estimates can be made of the cost of replicating exemplary programs across a broader sample of the national population. Section IV reports the results of a pattern analysis of program characteristics and provides a typology of program profiles.

II. Vignettes Relating to Program Effectiveness

The materials in this section draw on all 30 cases to identify program characteristics which bear in some degree on operational success.

Program Activities and Procedures

Ceremony can play an important role in programs directed toward preschoolers, and similarly toward literate adults. In Sheboygan, a Story Candle is lit at the opening of each story hour. Lunch and coffee introduce formal proceedings in East Meadow, where dessert and coffee are planned for retention even though catered luncheons may be discontinued.

Older school age children and young adults appear to opt for informality and spontaneity rather than ceremony. This may throw light on the difficulty, noted in many of the outreach cases, in using the program as a vehicle for preparing young people for later transfer to the library's central facilities.

Preschoolers are like their elder brothers and sisters in other aspects of program preference. Both enjoy the integration of sound and sight stimuli. The PA system is noted as a plus factor on all bookmobiles. Film programs are popular. Dallas' Showmobile uses a tape recorder to double effect by letting children speak into it to hear the sound of their own voices.

Both young people and disadvantaged adults are reported to appreciate simplified shelving and checkout procedures. However, complete relaxation of standard practices with respect to the use of library cards and book fines is not always well received. At the Media Machine, for example, some people are reported to become "uptight" if they are not required to check books out. Similarly, in Neopit, possession of a library card is something of a status symbol.

The apparent contradiction between demands for informality and formalism can perhaps be explained. Where forms threaten the participant's sense of belonging in a program, the forms are feared. Where they contribute to this sense, they are enjoyed. Thus, those who are lacking in reading skills appreciate simplified shelving because it helps them save face both in finding books, and in finding simple ones (Chicago). Those who are poor fear the prospect of fines because this may prevent access to the book collection (several cases).

But where fines are nominal (Tulsa), or where the requirements for getting a library card and checking out books are simple (Queens Borough), the existence of formalism contributes to the individual's sense of being a program member without putting difficulties in the way of exercising membership.

Use of informal procedures does not necessarily lighten the operational burdens of those involved. In many of the case studies, relaxation of traditional library procedures is reported to cause friction and procedural difficulties between the library system and program staff. Even where this does not occur, procedural informality is not necessarily associated with ease of operation. The Oxon Hill case gives special note to the extent of preparation which is required for the success of even a highly unstructured program. Dallas Senior Adults Read is successful not only because of the distribution of book collections, but also because of the careful preparation and use of book and reader lists.

Program schedules also must be carefully planned. Most outreach and bookmobile case studies note that irregularity of schedule leads to sequential attendance loss.

Organization emerges as critical to the success of programs directed toward all types of participant groups. For example, equal consideration needs be given to methods for enabling mothers to take their preschoolers to the program in the case of preschool programs and programs for working mothers. Often, organization of a babysitting service seems desirable. That a babysitter service is required as much in a middle class as in a disadvantaged environment is indicated by the Sheboygan and Lincoln Heights cases.

Competitive time demands which, if overlooked, may limit program attendance by older school age children and young adults are described in the Neopit and Riverside cases. With respect to disadvantaged adults, the requirement for attention not only to conflicting job requirements, but also the demands of children at home, is widely reported in the case studies.

Because of external pressures on participants, programs for functionally illiterate adults may be well advised to attempt a loose structuring of the course syllabus (Lincoln Heights English as a Second Language). However, this can run counter to the objectives of having students of equivalent ability level work together, or of grouping participants so that tensional problems linked to socioethnic disparities will not emerge (Brooklyn Reading Improvement Program).

Materials and Facilities

The importance of using bookmobiles which are physically, aurally, in terms of collection, and visually appropriate to particular clienteles is generally noted. The result may, however, be exclusionary; multi-client-group bookmobiles can be relatively unsuccessful (Freehold). Lack of a heterogeneously-aged clientele can also deter program evaluation if, as in Atlanta, there results an absence of parental feedback on their children's response to the bookmobile collections.

Other vignettes on bookmobile facilities emerge from the cases. The equipment need not be lavish (Detroit), but it must be dependable (Dallas Showmobile). Separate entrance and exit doors are desirable (Fresno). Though air conditioning is pleasant, it can restrict easy accessibility to the unit (Tulsa).

Outreach collections present an alternative to mobile units, and in some cases appear to be preferred by significant portions of the target area population (Detroit). However, specific disadvantages can be associated with outreach libraries. The Brooklyn LSCA Storyteller comes to an outreach center weighed down by a heavy selection of books. The storyteller can not easily convey the excitement of a bright, noisy bookmobile. Where sites are jointly used, the flavor of the entire reading program can be affected both by the attitudes and activities of the prime space tenant (Quartz Hill and Brooklyn LSCA), and by the prime tenant's policies and procedures (Richmond). If the area is physically insecure, the library program will be affected (Chicago). Moreover, an outreach library is likely to draw primarily on the same types of people as does the center it is based in (Richmond). This latter possibility may be less strong if the library program is physically separated from other center activities and has its own outside door, or if the program is an integral--perhaps the dominant--activity of the center at large (Muncie, Oakland, Compton).

The Enterprise Young Adult Discussion Group is, in fact, housed within a building of the public library system. It thus exemplifies a third facilities option. While direct utilization of library space need cause no difficulty (Amarillo), problems often seem to emerge if an older school age or young adult program is attempted. Children are ebullient and noisy. Aspects of the popular life style of young adults may cause intra-library tension (Riverside). It would appear that permanent, private, uniquely-furnished and specially decorated areas are desirable for all programs directed toward non-"standard" library clients. This applies even to programs which meet with relative infrequency, such as young adult discussion groups (Riverside, Orlando and Compton).

Book collections may require adaptation for programs such as are considered in this report. Though access to hardcovers is reported to increase the sense of being "grown up" amongst Queens Borough bookmobile children, most programs report a preference for paperbacks. Furthermore, interest in "literature" as traditionally defined may be relatively lower across all age and income groups than interest in topical nonfiction, "how to" books, and government pamphlets. Young children's preferences appear somewhat at variance with this observation, as do those of the Dallas Seniors (mixed interest) and Amarillo program attenders. Amarillo's program, however, is traditional in focus: it grew from Great Books Discussions. And participants at the East Meadow program suggest that traditionally accepted criteria for choosing to participate in a library program do not always apply, even within the middle class. Instead, it is reported that the ladies of Lunch 'N Books are generally more interested in the speaker than the subject book when they come to a meeting, unless a topical nonfiction issue happens to be being discussed.

Role of Participants

East Meadow, Amarillo, and the preschool programs use the formally structured services of volunteers. Sullivan provides an insight which merits attention when heavy dependence is placed on non-program personnel. Since the Junior Woman's Club is the source of all volunteers, library staff are relieved of the obligation to recruit and organize support services.

While volunteerism plays an import role in most program types, the use of young adult volunteers seems to call for different means of recruitment and organization than do programs directed toward other age groups. Young adult volunteer activities can be directly programmatic (Oxon Hill musical performances, or Compton's tutoring of children in Spanish), library supportive in nature (the planning and advisory roles of Orlando and Riverside), or directed toward specific institutional ends (the taping of radio spot announcements in Orlando; contributions to a library periodical in Muncie). However, young adults appear most likely to contribute voluntary time if they are permitted substantial initiative (an issue in Riverside and Orlando) and can contribute spontaneously (as in Oxon Hill).

With respect to the degree of initiative required of individual participants, it is perhaps not surprising to find that programs with a highly general content, such as an outreach program, require less independent action on the part of participants than do those with a more specific objective. Higher initiative than is necessary for a bookmobile reader is demanded in narrowly purposeful programs whether they be reading and homework improvement (Langston Hughes, Muncie, Lincoln Heights, Brooklyn Reading Improvement Program) or discussion groups (Amarillo, Compton).

Staff Role

The general vs. specific objective of a program partially influences the traits which are desirable for staff. The majority of the cases included in this study describe programs designed to serve socially or culturally disadvantaged populations. If outreach to stimulate interest in reading is a primary objective, use of staff with whom the clientele can identify is exceedingly important. Optimally, this will extend to employment of staff who are well-known locally (Lincoln Heights). However, staffing by indigenous paraprofessionals can have deleterious effects on program content, unless on-the-job training is provided (contrast Freehold with Brooklyn LSCA, or Langston Hughes). It may be that an outreach effort needs combine "the librarian with the degree" with "the person with community skills" (Muncie). However, if this combination cannot be achieved, the "librarian with the degree" should not attempt to project an image which is not entirely natural (Riverside).

Relation to Community

Program-community relations can prove crucial to success. In many outreach programs, the library system needs itself be considered part of the "outside" community. As such, it demands a specific public relations effort (Freehold), or trouble-shooting to minimize operational difficulties (Chicago).

Initial program promotion requirements vary depending upon program type and clientele. Those which are preschool or middle class oriented can utilize standard media such as the weekly newspaper or local radio "Library Hour" (Amarillo), supplementing these outlets with announcements in church bulletins, PTA newsletters, and the like (Green Bay). Announcements of literacy programs by poster or flier can be effective if placed in community centers or school offices which provide information and referral services (Oakland and Langston Hughes). However, those individuals who are most needy are likely to require individual solicitation before they will participate (Chicago, Fresno, Lincoln Heights, Queens Borough).

Whether or not older school age or young adult target groups are disadvantaged, they may be non-responsive to posters or public address announcements in school (Oxon Hill). Spot announcements on popular radio programs (Dallas Showmobile, Kansas City), plus word of mouth provide alternative publicity channels. Use of a citizen advisory group to help select books and program materials may prove useful for informal publicity at the initiation of a program (Detroit), even though an advisory group may lose its effectiveness over time (Oakland).

Public relations during program initiation should not be limited to prospective program participants. Parallel efforts need be made to inform and solicit the cooperation of local institutions. These should extend beyond "obvious" groups such as school and community organizations and include Lion's Clubs and social clubs. Moreover, the outreach to institutions should be looked on as a continuing requirement, not a one-shot activity (San Jose). Public distribution of program participants' own work (Orlando, Muncie, Compton) may be an effective component of an ongoing promotional effort.

Institutions may be effectively approached in the first instance through a request for counsel on site selection for either an outreach or mobile program. This was done, for example, in Dallas (Showmobile), Tulsa, and Detroit. The result was that outreach centers and bookmobile stops were chosen where target populations regularly forgathered, and in locations which were physically distant from library branches.

Issues Raised in the Cases

The distance of outreach centers from regular library facilities emerges as one of the case-related issues meriting attention at the time of new center planning. If "...outreach centers paradoxically compensate for and reinforce the insularity of the client populations" (Richmond), should a reading or reading-related program goal be to encourage greater library system use, to bring library services to disadvantaged areas, or some combination of the two?

Decisions taken with respect to this issue will affect (and also will be affected by) a second general issue: To what degree should staff qualifications, acquisition procedures, book shelving and distribution practices, and the imposition of fines, be modified either in the general library system, or with respect to the reading program, or both? In answering this cluster of questions, an outside factor needs to be taken into account. In certain of the case studies, it is reported that, though the clientele served by the reading programs find increased pleasure in books, this pleasure is not translated into substantially increased use of public library facilities. What, then, are the appropriate roles and functions of public library systems in the 1970's?

The question of library function is closely related to the issue of populations to be served. If the requirements of middle class and poor groups diverge; if different age groups have different needs; how can a particular library system best provide services to all in the community? This issue gains puissance in the case of advisory programs such as exist in Riverside and Orlando. To what extent is a library obligated to respond to, or act on, the recommendations made to it by advisory staff?

The issue has other facets which are equally important. Is a popular but non-literary program appropriately sponsored by a library system (cf. Oxon Hill)? Should a library system attempt to satisfy a demand for Mandingo rather than Of Mice and Men (Muncie), if the former type of book is preferred by a group which library officials are trying to serve?

These issues are not easily resolved. Some may in fact be effectively insoluble. The issues are raised herein because they highlight the type of question which could not be addressed in establishing program "exemplariness." Nonetheless, it is clear that issues such as these would need to be addressed in the appropriate local context, if any of the program types we describe are to be introduced in new settings. Moreover, there is strong evidence in the cases that failure to address such issues squarely is likely to cause grave damage to program impact. This will become more apparent as we move through a definition of terms, and into the Overview analysis of program impact.

III. Definition of Terms

The primary purpose of the Overview is to identify exemplary public library reading and reading-related programs. An exemplary program has already been defined as "a public library program which has had an identifiable reading or reading-related impact on certain of its participants at an estimated cost which is reasonable in relation to the extent of participant impact." How exactly is each one of these concepts to be applied in our analysis?

The extent of participant impact will be measured by:

- Estimated total annual program attendance;
- Estimated number of regular participants (i.e., unduplicated program participants); and
- Participant reports of program impact in response to survey questionnaires and interviews.

The costs of a program will be described in terms of estimated real, annual total program costs. These include:

- Direct program expenditures;
- Library and library system supporting services; and
- Non-compensated services.

A reasonable cost will be defined as:

- Not greater than the cost of an alternative public library program with similar or greater impact on comparable participants;
- Not equal to or greater than the cost of programs with greater impact on comparable participants; and
- Not greater than zero where the program has had no impact.

Operationally, this means that if a given amount of impact on a specific type of participant has been achieved at a lower cost by a second program, the program under consideration will not be considered exemplary. Furthermore, if a second program has achieved greater impact at equal cost, the program under consideration will not be considered exemplary. Finally, programs that have had no reading or reading-related impact will not be termed exemplary.

Characteristics which are common to the 30 field visited programs, or which differentiate exemplary from non-exemplary programs, may be viewed as apparent factors in program success. The 30 programs were not chosen to represent all public library reading and reading-related programs statistically, nor are the characteristics of programs not field visited known in detail. Thus for example, while a large number of nonprofessional staff may characterize almost all exemplary programs, if a preponderance of programs not field visited also shares this characteristic, it would be incorrect to conclude that large numbers of nonprofessional staff are required for programs to be exemplary.

IV. Identification of Exemplary Programs

Exemplary programs are identified below for each age/literacy group, and for each basic program type within these groups. Included in the analysis are several programs not limited to a single group. In order to increase comparability, the programs for one age/literacy group (e.g., preschool/younger school age) in which more than 10 participants filled out participant surveys for a second group are also included* in comparisons with programs intended for the second group.

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* Care must be taken not to confuse Preschool/Younger School Age Survey respondents with preschool children. Thus, while 19 parents at Chicago completed this survey, only eight were parents of children under six years of age; the others were parents of younger school age children.

Preschool Library Story Hours

Virtually all parents of children participating in the Green Bay, Sheboygan, and Sullivan preschool library story hour programs report that the program positively affected feelings about books, book reading, and the reading comprehension of their children (Figure 1). Similarly, over three quarters report that their child's view of the library changed as a result of the program. The Sullivan program, however, stands out in participant-reported impact on children because of the relatively high percentage of parents who indicated reading-related impact on the standard items.

In terms of impact on parents the Sheboygan program stands out, although all three programs score high. In particular, while almost all of the Sheboygan parents report learning more about child care and education from the program, only about half of the parents at the remaining two programs report similar impact.

Green Bay serves the largest number of clients in terms of both total attendance and number of regular participants.

Thus, each of the three programs has had a measurable impact relatively higher than the other programs in one area: Sullivan--child impact, Sheboygan--parent impact, and Green Bay--estimated clients served.

The total estimated cost of each of the three programs is under $10,000. Primarily due to its relatively high program collection costs, the Green Bay program has the highest total cost. However, it is least expensive in terms of cost per regular participant, as could be expected, due to the relatively short-term nature of each story hour series (six sessions per participant). Both Sheboygan and Sullivan continue programs over an extended period of time and are relatively inexpensive both in cost per attender, and cost per regular participant.

Each of these three programs is exemplary.

Preschool Outreach Programs

Participant-reported impact on children is generally higher for the Queens Borough program than for the Freehold, Brooklyn-LSCA, and Atlanta programs (Figure 2). The percentage of Queens Borough parents reporting impact is relatively low only on the item measuring change in magazine reading. Overall, the three other programs can be grouped together in terms of participant-reported impact. However, the impact of the Brooklyn-LSCA program is relatively uncertain, since teachers responded to questionnaires instead of parents.

FIGURE 1

PROGRAM EFFECTIVENESS AND COSTS
(Preschool Library Story Hours Programs)

Participant-Reported Impact	1- Green Bay	2- Sheboygan	3- Sullivan
Sample Size	33	69	40
Children			
Reading interest	94%	84%	95%
Reading books	91	84	84
Reading magazines	36	41	41
Reading understanding	79	75	84
View of library	76	90	85
Feel grownup	85	86	95
Get along with children	64	64	87
Watch educational TV	33	48	64
Parents			
Wants to get child more interested in reading	100%	92%	95%
Read more	65	76	65
More interested in library events	90	84	61
Use library more	52	89	65
Learn more about what's going on in library	90	97	87
Started watching educational TV or watch it more	32	58	62
Learn more about what's going on in community	52	73	53
Learn more about child care and education	55	95	47
Estimated Clients Served			
Total attenders	3,450	1,800	1,600
Regular participants	575	90	50
Estimated Program Cost			
Total cost	$8,300	$1,601	$2,685
Cost/attender	$ 2.40	$ .88	$ 1.67
Cost/regular participant	$14.43	$17.78	$53.70

FIGURE 2

PROGRAM EFFECTIVENESS AND COSTS
(Preschool Outreach Programs)

Participant-Reported Impact	4- Brooklyn	5- Atlanta	6- Freehold	7- Queens Borough
Sample Size	17	19	12	40
Children				
Reading interest	87%	100%	83%	94%
Reading books	71	78	66	76
Reading magazines	50	58	92	60
Reading understanding	76	63	67	83
View of library	60	71	58	72
Feel grownup	86	72	82	85
Get along with children	59	32	66	83
Watch educational TV	63	35	58	87
Parents				
Wants to get child more interested in reading	*	94	100	94
Read more	*	88	58	74
More interested in library events	*	43	67	72
Use library more	*	41	17	43
Learn more about what's going on in library	*	47	33	72
Started watching educational TV or watch it more	*	53	75	77
Learn more about what's going on in community	*	71	67	79
Learn more about child care and education	*	65	41	81
Estimated Clients Served				
Total attenders	49,025	52,000	23,000	17,750
Regular participants	1,100	1,000	800	400
Estimated Program Cost				
Total cost	$71,206	$85,480	$59,430	$163,965
Cost/attender	$ 1.45	$ 1.64	$ 2.58	$ 9.23
Cost/regular participant	$ 64.73	$ 88.00	$ 72.00	$ 409.91

* Questionnaires not completed by parents.

According to the parental respondents, the Queens Borough program has effected significant changes in the attitudes and behavior of about three quarters of the parents of participants. Both Freehold and Atlanta also report a pattern of positive impact on parents, though less impact is reported than in the Queens Borough program.

It is estimated that the Atlanta and Brooklyn-LSCA programs serve approximately 50,000 attenders and 1,000 individual regular participants per year; and that the Queens Borough and Freehold programs serve about 20,000 attenders, and 400 and 800 individual regular participants, respectively. The Freehold program appears to experience difficulty attracting preschool children, given its emphasis on books for older children.* Few preschoolers appeared during the site visit and participant interviewing, although this may have been a result of year-end school closings.

The Queens Borough program is significantly more costly than the other three programs in terms of all three costs measures used. The other programs are themselves relatively closely grouped at a lower level, with Freehold being the least expensive in terms of absolute total program costs.

Overall, the Queens Borough program produces the greatest reported impact, but reaches fewer total clients at highest cost levels. The impact measures and estimated costs of the Brooklyn-LSCA and Atlanta program are about equal and below those of Queens Borough. Freehold reaches relatively fewer clients than Brooklyn-LSCA and Atlanta, but also has the lowest total cost and results in a similarly impressive level of participant-reported impact.

In terms of the definitions established for the analysis and to the degree that these programs can be evaluated as preschool programs, all but Freehold are considered to be exemplary. Freehold's position must remain uncertain, due to its apparent inability to meet preschool children's book needs. A stated goal not being met, it must be excluded from consideration despite its apparent effectiveness.

Elementary School Bookmobiles

Seven bookmobile programs provide service to large numbers of elementary school children (Figure 3). Participant reported impact is universally high. About three quarters of the participants at all programs except Berkeley report that they like to read more, read books

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* See the Freehold Case Study. The emphasis on books for older children may be a result of high distribution and low return of preschool books.

FIGURE 3

PROGRAM EFFECTIVENESS AND COSTS
(Bookmobile Programs for Elementary School Children)

articipant-Reported mpact	5- Atlanta	6- Freehold	13- Detroit	14- Berkeley	28- Fresno	29- Tulsa	30- Dallas
Sample Size	33	57	78	29	31	35	55
lementary Age							
Reading interest	88%	75%	85%	52%	77%	92%	82%
Reading books	85	82	83	83	97	86	83
Reading magazines	52	42	44	17	57	63	47
Finish books	70	65	56	--	67	83	82
Reading understanding	72	70	81	76	97	80	89
View of library	84	68	78	66	87	69	76
Feel grownup	58	51	42	14	77	50	58
Know where to find information	--	--	--	32	70	35	--
Do well in school	69	60	--	55	70	71	89
Watch educational TV	33	44	55	21	67	31	71
stimated Clients Served							
Total attenders	52,000	23,000	27,830	30,000	48,000	17,800	19,800
Regular participants	1,000	800	507	1,070	1,500	405	860
stimated Program Cost							
Total cost	$85,480	$59,430	$130,700	$14,225	$67,223	$19,036	$34,934
Cost/attender	$ 1.64	$ 2.58	$ 4.69	$ .47	$ 1.40	$ 1.06	$ 1.76
Cost/regular participant	$ 85.48	$ 74.28	$ 257.79	$ 13.29	$ 44.81	$ 47.00	$ 40.62

more, and understand what they read more as a result of the program. Over two thirds of the respondents at all programs report a more positive feeling toward the library as a result of the program. Reading-related impact is greatest at Fresno and least at Berkeley, but otherwise varies little across the seven programs.

Given approximately equal participant-reported impact, the number of clients served and the estimated total program costs become the key criteria for identifying exemplary programs. In addition, cost per attender and cost per regular participant figures are meaningful, at least in relative terms, as a measure of effectiveness in relation to program costs.

Although the Berkeley program has slightly less participant-reported impact than the other programs, it serves the third highest number of clients and has the lowest cost of all the programs in both absolute and relative terms. Therefore, it is considered exemplary.

The Atlanta and Fresno programs are approximately equal in terms of number of clients served. However, Fresno has slightly greater participant-reported impact and does so at a lower cost on all three cost measures. Therefore, Fresno is considered to be an exemplary program.

Finally, Freehold, Detroit, Dallas Showmobile and Tulsa serve lesser numbers of clients than do the other three programs. The Dallas Showmobile and Tulsa have substantially lower relative costs on all three cost measures with approximately the same impact as the other two programs. Therefore, Dallas Showmobile and Tulsa are considered to be exemplary programs.

Freehold, Atlanta, and Detroit have not been included among the exemplary programs because, while the Dallas and Tulsa programs are a similar type and result in approximately the same impact on the target age/literacy group, they do so appreciably more cost-effectively at given levels of number of clients served. This in no way diminishes the fact that the Freehold, Atlanta, and Detroit programs are highly successful and innovative programs.

Elementary School Temporary Library Collections

Both temporary library collection programs involve librarians bringing books to relatively isolated elementary school age children and leaving them temporarily on deposit. The Neopit program serves Menominee Indians; the Quartz Hill program serves children rejected by society for individual reasons. Both programs have had positive impact on a limited number of participants (Figure 4). The Neopit

FIGURE 4

PROGRAM EFFECTIVENESS AND COSTS
(Temporary Library Collection for Elementary School Children)

Participant-Reported Impact	11- Neopit	12- Quartz Hill
Sample Size	37	18
Elementary Age		
Reading interest	76%	63%
Reading books	84	47
Reading magazines	41	29
Finish books	56	53
Reading understanding	73	41
View of library	92	63
Feel grownup	24	25
Know where to find information	38	46
Do well in school	51	53
Watch educational TV	39	13
Estimated Clients Served		
Total attenders	2,000	500
Regular participants	45	10
Estimated Program Cost		
Total cost	$3,090	$ 900
Cost/attender	$ 1.54	$ 1.80
Cost/regular participant	$68.66	$90.00

program appears to have affected participants particularly in the areas of book reading, understanding and library affect. The Quartz Hill program has had relatively greater impact in reading-related areas as shown by the standard items. Both programs are considered exemplary in terms of the established criteria of exemplariness.

Elementary School Permanent Library Collections

Oakland, Chicago, and Kansas City each serve as permanent deposit collections in outreach libraries (Figure 5). The first two are associated with community libraries, while the latter is in a boys' club center. Participant responses at the Oakland Latin American Library and the Chicago Reading and Study Centers consistently indicated greater program impact than occurred at Kansas City. Oakland serves more regular participants and fewer attenders than the Chicago centers which are located in four separate housing projects. Kansas City serves the least number of clients. While total program costs and cost per attender at the three programs are generally similar, the cost per regular participant at Oakland is far and away the lowest. Thus, in overall terms of impact, number of clients served, and relative cost-effectiveness, Oakland should be considered to be an exemplary program.

Elementary School Permanent Library Collections with Tutoring

The Muncie, Richmond, and Langston Hughes programs help disadvantaged children through tutoring within the walls of permanent outreach libraries. Richmond and Langston Hughes have the highest participant-reported impact (Figure 6). However, Richmond serves more clients both in terms of total attendance and in terms of the number of regular participants than does Langston Hughes. Overall, Richmond and Muncie serve approximately the same number of clients. Finally, Richmond is significantly more cost-effective in terms of all three cost measures. Therefore, Richmond is designated as an exemplary program.

Young Adult Advisory and Participant-Directed Activities

The Riverside and Orlando Advisory Councils have a limited impact on their members' reading and reading-related activities (Figure 7). Both programs serve approximately the same number of clients. Only on the three cost measures does it become apparent that Orlando's relatively cost-effective nature warrants its designation as an exemplary program.

Compton and Oxon Hill are participant-directed young adult group activities. Reported impact for Compton is significantly higher than for Oxon Hill. This is as one would expect since

FIGURE 5

PROGRAM EFFECTIVENESS AND COSTS
(Permanent Library Collection for Elementary School Children)

Participant-Reported Impact	26- Oakland	27- Chicago	15- Kansas City
Sample Size	27	33	34
Elementary Age			
Reading interest	74%	79%	59%
Reading books	93	85	65
Reading magazines	44	48	44
Finish books	79	81	68
Reading understanding	85	89	76
View of library	81	79	79
Feel grownup	33	25	29
Know where to find information	63	--	47
Do well in school	82	85	71
Watch educational TV	37	44	36
Estimated Clients Served			
Total attenders	62,400	96,000	59,300
Regular participants	3,460	1,315	1,040
Estimated Program Cost			
Total cost	$117,000	$149,896	$93,026
Cost/attender	$ 1.87	$ 1.56	$ 1.56
Cost/regular participant	$ 33.81	$ 113.98	$ 89.44

FIGURE 6

PROGRAM EFFECTIVENESS AND COSTS
(Permanent Library Collection with Tutoring for Elementary School Children)

Participant-Reported Impact	10- Muncie	9- Richmond	8- Langston Hughes
Sample Size	21	30	40
Elementary Age			
Reading interest	47%	79%	78%
Reading books	57	81	80
Reading magazines	62	61	58
Finish books	43	89	63
Reading understanding	78	77	80
View of library	57	86	54
Feel grownup	44	64	65
Know where to find information	78	73	75
Do well in school	63	92	75
Watch educational TV	15	58	55
Estimated Clients Served			
Total attenders	13,000	10,400	4,200
Regular participants	178	146	30
Estimated Program Cost			
Total cost	$38,820	$25,025	$26,730
Cost/attender	$ 2.98	$ 2.40	$ 6.36
Cost/regular participant	$218.08	$171.40	$891.00

FIGURE 7

PROGRAM EFFECTIVENESS AND COSTS
(Advisory and Participant-Directed Activities for Young Adults)

Participant-Reported Impact	19- Riverside	20- Orlando	17- Compton	18- Oxon Hill
Sample Size	15	14	14	60
Young Adults/Adults				
Reading interest	47%	36%	62%	16%
Reading books	93	50	62	16
Reading magazines	40	43	43	21
Finish books	40	43	14	14
Reading understanding	33	64	62	31
View of library	80	57	50	33
Know how to use library	73	92	54	38
Know where to find information	73	77	62	42
Do well in school	20	57	42	--
Watch educational TV	33	--	29	--
Feel good about self	33	23	75	21
Estimated Clients Served				
Total attenders	180	260	1,040	1,000
Regular participants	15	14	23	100
Estimated Program Cost				
Total cost	$ 2,320	$ 580	$ 2,580	$ 715
Cost/attender	$ 12.88	$ 2.23	$ 2.48	$ .71
Cost/regular participant	$154.66	$41.42	$112.17	$7.15

the Oxon Hill program by its nature appears to be almost absolutely ineffective as a reading or reading-related program. Its impact is limited to music appreciation and, to some degree, library use and knowledge. Compton serves a number of clients comparable to Riverside and Orlando and does so at a reasonable cost. Therefore, Compton is an exemplary program.

Young Adult Outreach

There are two young adult outreach library collections and four bookmobiles (Figure 8). The Richmond and Kansas City libraries are comparable in terms of high participant-reported impact. Kansas City serves substantially more clients but also incurs substantially greater total program costs. Nonetheless, because of programmatic differences both programs are considered to be exemplary.

Among the four bookmobiles all have high overall participant-reported impact. However, San Jose participants reported relatively less reading-related impact than did participants of the other three programs. All four programs are roughly comparable in terms of number of clients served. In cost terms, however, Fresno, Dallas Showmobile, and Tulsa can be classified as exemplary programs, whereas San Jose is significantly less cost-effective on the basis of all three cost measures.

Literate Adults

Respectively, Amarillo, East Meadow, and Dallas Seniors programs provide deposit collections combined with brief discussions, intense discussions, or brief lectures for literate adults (Figure 9). They are difficult to compare due to this difference. However, one can quickly recognize some basic relationships:

(i) Amarillo has the strongest positive participant-reported impact, but does so at the highest cost per regular participant;

(ii) East Meadow has the lowest total program cost and lowest cost per regular participant, but also has correspondingly less impact; and

(iii) Dallas Seniors serves the largest number of clients but does so at the highest total program cost.

All three programs are considered to be exemplary.

FIGURE 8

PROGRAM EFFECTIVENESS AND COSTS
(Young Adult Outreach Program)

Participant-Reported Impact	9- Richmond	15- Kansas City	16- San Jose	30- Dallas	28- Fresno	29- Tulsa
Sample Size	19	15	47	18	19	15
Young Adult/Adult						
Reading interest	87%	67%	65%	67%	68%	73%
Reading books	63	73	63	67	84	80
Reading magazines	47	47	33	39	89	47
Finish books	56	47	66	56	74	75
Reading understanding	50	87	56	83	100	73
View of library	100	27	50	--	79	73
Know how to use library	83	80	55	67	--	80
Know where to find information	82	80	50	56	84	80
Do well in school	72	73	47	82	68	70
Watch educational TV	22	33	--	39	50	23
Feel good about self	71	60	38	55	68	53
Estimated Clients Served						
Total attenders	10,400	59,300	32,500	19,800	48,000	17,800
Regular participants	146	1,040	905	860	1,500	405
Estimated Program Cost						
Total Cost	$25,025	$93,026	$111,168	$34,934	$67,223	$19,036
Cost/attender	$ 2.40	$ 1.56	$ 3.42	$ 1.76	$ 1.40	$ 1.06
Cost/regular participant	$171.40	$ 89.44	$ 122.83	$ 40.62	$ 44.81	$ 47.00

FIGURE 9

PROGRAM EFFECTIVENESS AND COSTS
(Program for Literate Adults)

Participant-Reported Impact	21- Amarillo	22- East Meadow	23- Dallas
Sample Size	23	48	70
Young Adult/Adult			
Reading interest	82%	40%	41%
Reading books	81	54	62
Reading magazines	14	22	29
Finish books	55	28	--
Reading understanding	79	49	29
View of library	50	60	39
Know how to use library	--	24	22
Know where to find information	52	30	25
Do well in school	--	--	--
Watch educational TV	20	--	7
Feel good about self	59	34	26
Estimated Clients Served			
Total attenders	1,400	800	14,400
Regular participants	106	114	272
Estimated Program Cost			
Total cost	$12,430	$1,500	$18,925
Cost/attender	$ 8.87	$ 1.87	$ 1.31
Cost/regular participant	$117.26	$13.15	$ 67.26

Functionally Illiterate Adults

Two types of programs among the programs field visited make service to the functionally illiterate a major objective (Figure 10). First are the community libraries of Oakland and Chicago. Second are the literacy classes: Lincoln Heights English as a Second Language, and Brooklyn Reading Improvement Program.

Both Oakland and Chicago have comparable patterns of favorable participant-reported impact. Both also serve large numbers of clients, and have relatively high total program costs. On the basis of the data available, both must be considered to be exemplary programs.

Literacy classes at Lincoln Heights and Brooklyn result in a higher degree of participant-reported impact than do community libraries. They are limited, serving fewer clients than do community libraries at a relatively higher cost per regular participant. Both Lincoln Heights and Brooklyn are considered exemplary because neither one is dominated by the other on all dimensions which define exemplariness.

Summary

Figure 11 identifies the 20 programs which are exemplary in all age/literacy groups served. The Richmond, Oakland, Fresno, Tulsa, and Dallas Showmobile programs are exemplary in two categories.

Several words of caution are necessary in interpreting the meaning of an exemplary program:

- Programs may be exemplary under the definition, but have impact too limited to serve a specific community's full need (e.g., Neopit, Quartz Hill, Lincoln Heights English as a Second Language);

- Programs may be exemplary but be too expensive for almost all but the largest library systems to undertake (e.g., Queens Borough);

- Programs not identified as exemplary may have exceptionally worthwhile characteristics (e.g., the community library backup of the Langston Hughes tutoring program);

FIGURE 10

PROGRAM EFFECTIVENESS AND COSTS
(Program for Functionally Illiterate Adults)

Participant-Reported Impact	26- Oakland	27- Chicago	25- Lincoln Heights	24- Brooklyn
Sample Size	48	19	53	97
Young Adult/Adult				
Reading interest	65%	56%	53%	84%
Reading books	79	68	87	76
Reading magazines	57	40	68	51
Finish books	58	52	57	63
Reading understanding	58	73	92	88
View of library	83	70	70	78
Know how to use library	62	--	85	68
Know where to find information	67	--	92	72
Do well in school	58	63	--	75
Watch educational TV	23	23	49	28
Feel good about self	33	33	69	63
Estimated Clients Served				
Total attenders	62,400	96,000	2,000	2,400
Regular participants	3,460	1,315	25	267
Estimated Program Cost				
Total cost	$117,000	$149,896	$ 3,850	$29,715
Cost/attender	$ 1.87	$ 1.56	$ 1.92	$ 12.38
Cost/regular participant	$ 33.81	$ 113.98	$154.00	$111.29

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FIGURE 11

IDENTIFICATION OF EXEMPLARY PROGRAMS

Case Number	Program Name	Preschool	Elementary	Young Adult	Literate Adult	Functionally Illiterate Adult	Exemplary in All Age Groups
1	Green Bay	E					E
2	Sheboygan	E					E
3	Sullivan	E					E
4	Brooklyn LSCA	E					E
5	Atlanta	E	NC				NC
6	Freehold	NC	NC				NC
7	Queens Borough	E					E
8	Langston Hughes		NC				NC
9	Richmond		E	E			E
10	Muncie		NC				NC
11	Neopit		E				E
12	Quartz Hill		E				E
13	Detroit		NC				NC
14	Berkeley		E				E
15	Kansas City		NC	E			NC
16	San Jose			NC			NC
17	Compton			E			E
18	Oxon Hill			NC			NC
19	Riverside			NC			NC
20	Orlando			E			E
21	Amarillo				E		E
22	East Meadow				E		E
23	Dallas Seniors				E		E
24	Brooklyn Reading Improvement					E	E
25	Lincoln Heights					E	E
26	Oakland		E			E	E
27	Chicago		NC			E	NC
28	Fresno		E	E			E
29	Tulsa		E	E			E
30	Dallas Showmobile		E	E			E

E = Exemplary
NC = Not classified currently as exemplary on the basis of the definitions used, data gathered, and analyses conducted during this study.

- Programs exemplary with regard to reading and reading-related objectives noted here may not be exemplary with regard to other objectives;

- Programs identified as exemplary may be inefficient and less effective than they could be, if certain modifications were undertaken.

V. National Cost Projections

Determination of the projected cost for adopting exemplary public library reading and reading-related programs nationwide requires a clear-cut understanding of the factors which determine the cost of an individual library program. Given the variety of programs field visited and the range in validity of the cost information, the conclusions reached below must remain tentative.

National cost projections were made for the 20 exemplary programs identified in terms of the total cost required to serve 1,000 new regular participants. A linear projection of individual program costs was used. Because total program costs are closely related to the number of regular participants served (Figure 12), this computation is reasonable so long as service is not extended to the point of saturation of the entire membership of a target group. At the saturation point, the escalating nonlinear effect which then becomes operative cannot be estimated on the basis of the data which were gathered for this study.

Inflation conceptualized at a 10 percent annual rate of increase reflects increases in program costs since fiscal year 1970, the baseline used in estimating total program costs. The 10 percent factor was chosen because all available case study data indicated that an average budget increase of roughly this size was required to continue operation of the programs at the fiscal year 1970 level of effort.

Regional variations are assumed to have been averaged out among the individual programs. No detectable pattern of regional variation of costs emerged following analysis and testing of the cost data on the 30 programs included in the study.

A "best estimate" of total costs required to extend a given exemplary program to 1,000 new regular participants is given in Figure 13. In recognition of the errors inherent in the cost estimating process, a "high estimate" of the total costs which would be required to extend each exemplary program is also given in Figure 13. The high estimate is based upon the coexistence of the worst cases of all assumptions used in the preparation of each program's estimated total costs. The specific components of each projected total cost may be obtained by referring to the individual case studies of exemplary programs appearing below.

FIGURE 12

Total Program Cost \ Number of Regular Participants	0 - 150	151+
$0 - 10,000	8*	1
$10,001+	2	9

* Number of programs within the specified classification.

No projections of long-term social benefits have been made. However, the costs of reaching 1,000 new regular participants who would report positive impact in terms of liking reading more, reading more, and understanding more what they read have been projected in Figure 13. These projections are based entirely upon questionnaire survey data.

The implications of the national cost projections for each target age/literacy group are discussed below.

Preschool

Among preschool programs, one may consider the costs of adopting the Green Bay, Sheboygan, Sullivan, Brooklyn-LSCA or Queens Borough patterns. Green Bay is the lowest cost alternative at $15,870 per 1,000 new regular participants. It would offer participants six events over a one-year period. Events are held in the library, and no outreach is attempted. On the Sheboygan pattern one could supply 20 concurrent mother-child events for $19,560. Intermediate costs would be incurred by institution of the Sullivan model, which supplies 32 events for mothers and children at $59,100, almost three times the cost of Sheboygan. Close to Sullivan in cost is the Brooklyn-LSCA program at $71,200--it would supply 46 story hours to preschoolers in community centers and day care classes. The Queens Borough Library-Go-Round, the mobile outreach program, is most expensive--45 weekly bookmobile opportunities would be supplied to 1,000 regular participants at a cost of $450,900.

Elementary School

Of the elementary school programs, the Berkeley one-man Media Machine is most economical. It would provide 28 biweekly opportunities for each 1,000 new regular participants at a cost of $14,620. The Fresno, Dallas Showmobile, and Tulsa bookmobile programs are more expensive primarily due to higher staff utilization. The deposit libraries, Quartz Hill and Neopit, provide 48 and 44 weekly opportunities for library use at $99,000 and $75,530, respectively. They are relatively expensive and concentrate their activities in isolated communities. A permanent library collection such as Oakland can be furnished more economically at a cost of approximately $37,190. Richmond, also a permanent library collection, provides 70 events with individual tutoring at $188,540 and is most expensive, due to staffing, space, and materials requirements.

Young Adults

Of the young adults groups the Compton model would provide 45 meetings at a cost of $123,390, and the Orlando program would provide more limited interaction 19 times a year for about $45,560.

FIGURE 13

NATIONAL COST PROJECTIONS

Type of Program, Case Study Number and Program Location	Best Estimate of Total Cost to Serve 1,000 Regular Participants	High Estimate of Total Cost to Serve 1,000 Regular Participants	Best Estimate of Total Cost to Have 1,000 Regular Participants Like Reading More	Best Estimate of Total Cost to Have 1,000 Regular Participants Read More	Best Estimate of Total Cost to Have 1,000 Regular Participants Understand What They Read More
Preschool Library Story Hours					
1. Green Bay	$ 15,870	$ 20,380	$ 16,886	$ 17,441	$ 20,091
2. Sheboygan	19,560	26,210	23,276	23,276	26,073
3. Sullivan	59,100	103,730	62,173	70,329	70,329
Preschool Outreach Programs					
7. Queens Borough	450,900	513,340	479,758	592,934	542,884
4. Brooklyn-LSCA	71,200	106,940	81,809	100,250	93,628
Elementary School Bookmobiles					
28. Fresno	49,290	60,840	63,978	50,818	50,818
14. Berkeley	14,620	17,190	28,114	17,602	16,418
30. Dallas Showmobile	44,680	54,480	54,465	53,795	50,176
29. Tulsa	51,700	71,990	56,146	60,075	64,625
Elementary School Temporary Collections					
11. Neopit	75,530	111,940	99,322	89,881	103,401
12. Quartz Hill	99,000	134,750	157,113	210,573	241,461
Elementary School Permanent Library Collections					
26. Oakland	37,190	46,400	50,244	39,979	43,735
Elementary School Permanent Library Collections with Tutoring					
9. Richmond	188,540	265,650	238,503	232,658	244,725
Young Adult Advisory and Participant-Directed Activities					
20. Orlando	45,560	72,670	126,520	91,120	71,165
17. Compton	123,390	167,860	198,905	198,905	198,905

FIGURE 13 (Cont'd)

NATIONAL COST PROJECTIONS

Type of Program, Case Study Number and Program Location	Best Estimate of Total Cost to Serve 1,000 Regular Participants	High Estimate of Total Cost to Serve 1,000 Regular Participants	Best Estimate of Total Cost to Have 1,000 Regular Participants Like Reading More	Best Estimate of Total Cost to Have 1,000 Regular Participants Read More	Best Estimate of Total Cost to Have 1,000 Regular Participants Understand What They Read More
Young Adult Outreach					
9. Richmond	$188,540	$265,650	$216,632	$299,213	$377,080
28. Fresno	49,290	60,840	72,456	58,655	49,290
30. Dallas Showmobile	44,680	54,480	66,663	66,663	53,795
29. Tulsa	51,700	71,990	70,777	64,625	70,777
Literate Adults					
23. Dallas Seniors	73,990	96,880	180,462	119,272	255,118
21. Amarillo	128,990	155,130	157,239	158,787	156,172
22. East Meadow	14,470	28,550	36,175	26,784	29,519
Functionally Illiterate Adults					
26. Oakland	37,190	46,400	57,198	47,045	64,116
25. Lincoln Heights	169,400	206,800	319,488	194,641	183,968
24. Brooklyn Reading Improvement Program	122,420	147,480	145,680	160,982	139,069

Literate Adults

The Amarillo, East Meadow, and Dallas Seniors programs are not inherently comparable or alternative in application. Amarillo, the most costly program, would supply literate adults 12 discussion opportunities at $128,990 because of space and staffing requirements. East Meadow at $14,470 per seven library events of two hours each is most economical in terms of total cost. Dallas Seniors would supply 53 book-borrowing opportunities in community centers and old age homes at a cost of $73,990.

Functionally Illiterate Adults

The Oakland outreach library could serve 1,000 regular participants for approximately $37,190. Individual programs providing instruction are considerably more expensive than a general purpose outreach library. For example, Lincoln Heights English as a Second Language provides Spanish speakers 80 class sessions year-round with free child care at $169,400; and the Brooklyn Reading Improvement Program provides six-week class series for improvers, and year-round tutoring for remedial readers, at $122,420 per 1,000 regular participants.

VI. Program Profiles

In the preceding sections, individual library programs are analyzed with respect to their costs, type of service and other program characteristics. The purpose of this portion of the analysis is to investigate the degree to which the sample of programs can be arrayed in a small number of discrete, internally consistent program types. "Internally consistent" here means that a high degree of similarity exists between programs of each type, along several basic program dimensions.

In order to accomplish the development of a relevant typology, programs must first be characterized along several basic dimensions. Figure 14 lists these dimensions and the bases for assigning a value along each dimension. Most of the dimensions (or variables) were considered in the previous sections. Two additional variables have been developed for the purpose of typologizing the programs:

- Library Procedures Relaxed. This variable measures the degree to which library rules have been changed to accommodate the program participants. For the most part, such changes relate to shelving practices, checkout, and the return of library materials; and
- Degree of "External" Attraction. This essentially gauges the degree to which the program requires particular initiative on the part of its participants. Thus, where the program has outreach (e.g., bookmobiles), less effort is required of the participant to gain physical access to the book collection

> than where a visit to the central library is necessary. Similarly, when a program makes a concerted effort to attract participants through special visual displays (e.g., the Berkeley Media Machine) or entertainment (e.g., the Oxon Hill Folk Music Program), it should be "easier" to participate than is the case in programs which demand participant preparation (e.g., Amarillo Study-Discussion Group).

After the programs have been codified according to the basic dimensions listed in Figure 14, they can be grouped with respect to their similarity along the dimensions. This is accomplished through the use of a pattern analytic computer program which utilizes the principles of numerical taxonomy to group programs.* The basic strength of this method lies in the fact that instead of analyzing one (or a small number) of the dimensions at a time, it considers all simultaneously when typologizing the sample.

A pattern analysis of the 30 library programs in the sample reveals that, in fact, programs can be grouped according to the basic dimensions; that essentially five groups emerge; and that each group has a high degree of internal consistency. Figure 15 lists the five basic program groups and the membership of each group. It should be noted that four programs were sufficiently dissimilar to all the groups and each other not to be included in the typology. However, further analysis reveals that three of the four are not considered exemplary, and that the fourth "maverick" program is significantly more costly than other programs with similar goals and methods.

In order to analyze the derived typology it is necessary to observe which dimensions differentiate program groups and therefore become key elements in the "profile" of each program type. Figure 16 lists the five program profiles which emerge from the pattern analysis.

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* For a discussion of this method, see Robert R. Sokal and Peter H.A. Sneath, Principles of Numerical Taxonomy, W.H. Freeman and Company, San Francisco, 1963.

FIGURE 14

BASIC LIBRARY PROGRAM DIMENSIONS

Dimension	Coding Specification
Dominant Participant Age	Programs are classified as primarily (1) preschool, (2) elementary school, or (3) young adult/adult, according to the type of survey most utilized in the participant interviews.
Type of Service	Programs are classified as (1) bookmobiles, (2) special collections (both temporary and permanent), or (3) group activities.
Volunteer Staff	Programs are classified as having (1) no unpaid staff or (2) volunteer staff (usually community workers).
Library Procedures Relaxed	Programs are classified according to whether they (1) do not change any former library rules, (2) have rules changed, or (3) do not deal with library procedures which might be changed.
Degree of "External Attraction"	This is a four-point scale in order of increasing external attractiveness. It is calculated as follows: Each program receives 1 point for having outreach and 1 point for special efforts to attract participants. One point is subtracted if the program requires significant participant preparation outside of the activity. The points are then added and the programs are coded as follows: -1 point = 1 0 points = 2 1 point = 3 2 points = 4
Total Annual Program Costs	0 - $5,000 = 1 $5,001 - $50,000 = 2 Over $50,000 = 3
Cost per Regular Participant	0 - $50 = 1 $51 - $100 = 2 Over $100 = 3

FIGURE 15

PROGRAM GROUPS

Group I

Enterprise (Compton, California) Young Adult Discussion Group
Oxon Hill (Maryland) Folk Music Program
Riverside (California) Young Adult Advisory Board
Orlando (Florida) Youth Advisory Council
Amarillo (Texas) Study-Discussion Groups
East Meadow (New York) Lunch 'N Books
Brooklyn (New York) Reading Improvement Program
Lincoln Heights (California) English as a Second Language

Group II

Langston Hughes (Corona, New York) Homework Assistance Program
Richmond (Indiana) Boys Club and Richardson Outreach Libraries
Muncie (Indiana) Gateway Library
Neopit (Wisconsin) Reaching Out With Books

Group III

Quartz Hill (California) Ruscelli Boys Ranch Library Program
Kansas City (Missouri) Library Services to the Disadvantaged
Dallas (Texas) Senior Adults Read and Special Service Cluster for the Aging
Oakland (California) Latin American Library
Chicago (Illinois) Reading and Study Centers

Group IV

Freehold (New Jersey) Library Service for Disadvantaged Areas
Berkeley (California) Media Machine
Fresno (California) Biblioteca Ambulante
Tulsa (Oklahoma) Mod-Mobile
Dallas (Texas) Showmobile/Learning Scene

Group V

Green Bay (Wisconsin) Preschool Story Hour and Parents' Discussion
Sheboygan (Wisconsin) Mothers' Club and Preschool Story Hour
Sullivan (Illinois) Reading Program for Preschool Children
Brooklyn (New York) LSCA Preschool Story Hour

Excluded

Atlanta (Georgia) Storytelling on "Free Reeler" and "Indian Giver" Mobile Units
Queens Borough (Jamaica, New York) Library-Go-Round
Detroit (Michigan) Funmobile
San Jose (California) Young Adult Library Services Project

FIGURE 16

PROFILES OF PROGRAM TYPES

	Group I (N=8)	Group II (N=4)	Group III (N=5)	Group IV (N=5)	Group V (N=4)
Program Characteristics					
Dominant participant age	Young adult/adult	Elementary	2 elementary; 3 young adult/adult	Elementary	Preschool
Type of service	Group activity	Separate collection	Separate collection	Bookmobile	Group activity
Volunteer staff	75%	0%	0%	0%	25%
Library procedures relaxed	NA*	50%	80%	100%	25%
Degree of "external attraction"	1.8	2.5	3.0	3.6	2.5
Total program costs (000)	$ 68	$ 23.5	$ 76	$ 38.8	$ 21
Cost per regular participant	$ 87	$337	$ 79	$ 44	$ 38
Program Impact					
Number of participants	84	103	596	932	445
Read books more	65%	76%	67%	83%	83%
Like to read more	53%	70%	61%	76%	90%
Like the library more	60%	72%	69%	73%	78%
Watch more educational TV	32%	42%	25%	47%	52%
Do better in school	NA	70%	67%	69%	NA

* NA - The dimension is not applicable to this group of programs.

Eight programs are included in Group I. All serve young adults and adults and have group activities. While most (75 percent) have voluntary staff, these programs have the least "external attractiveness" and, in fact, attract the fewest regular participants. They also tend to be the least expensive programs in the entire sample.

Group II consists of four programs which have separate collections for elementary (older school age) children. While they have no volunteer staff they do have somewhat more external attractiveness and correspondingly more regular participants. They tend to have the most expensive participant costs in the sample.*

Group III is the only type that does not focus its efforts solely on one dominant participant age group. While its programs do not have volunteer staff, they do relax their library procedures and have a relatively high degree of external attractiveness. Although three of these tend to be among the largest programs in absolute cost terms, they attract significantly more participants than the previously discussed groups. All the programs involve outreach library collections.

The Group IV programs are all bookmobiles serving primarily the middle age groups. They all have relaxed library procedures and they are the most "externally attractive" programs. It is not surprising that their accessibility, attractiveness, and informality have generated the greatest numbers of program participants.

Group V consists of four programs providing group activities to the preschool and younger school age client groups. They tend neither to have volunteer staff nor to relax library procedures, and they do not have a great deal of "external attraction." However, for the least cost per regular participant, they attract a substantial number of participants.

Several general observations should be made about these groups. First, program types have sufficient internal consistency so that they differ along many dimensions simultaneously. Thus, for example, a given set of participant and service characteristics are seen to be accompanied by particular levels of program costs, external program attractiveness, and presence (or absence) of changes in library procedures. This kind of differentiation tends to confirm the validity of the general categories utilized in the prior sections. Other patterns also are revealed in the profiles. For example, those types which have more "external attractiveness" also tend to relax library procedures, but they do not have volunteer staff. They also tend to attract more participants than do the other types.

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* The high average cost per participant ($337) is somewhat inflated because of one program. However, even without it, the cost per regular participant averages $152.71.

There are some general differences in reported impact among program types. Bookmobiles aimed at elementary school participants (Type IV) and group activities for preschool children (Type V) tend to have the most reported impact. However, these differences are not substantial and should not be considered significant. From one perspective, this finding is not surprising. All 30 library programs in the sample have previously been judged "successful" and "effective". Therefore, that a relatively high percentage reported substantial program reading impact (solid majorities in all cases) might be expected.

APPENDIX A

CONTRACT WORK STATEMENT AND AMENDMENTS

1. U.S. OFFICE OF EDUCATION WORK STATEMENT

for

A Study of Exemplary Public Library Reading and Reading-Related Programs for Children, Youth and Adults

A. Objective: The purpose of this study is

(1) To identify and describe exemplary public library reading and reading-related programs, i.e., programs which could serve as a model, for:

a. Preschool, ages 15 months to 5 years (exclusive of kindergarten);

b. School age children, ages 5 through 13 (inclusive of kindergarten);

c. Young adults, ages 14 to 18;

d. Functionally illiterate adults, i.e., persons with less than five years of school, and 18 years of age and above; and

e. Adults who are not functionally illiterate and over 18 years of age.

(2) To determine the total incremental costs, both direct and the estimated indirect costs, of such programs displayed with the existing base facilities available (e.g., staff, resources, facilities, etc.)

(3) To project, if possible, for the national population the costs and social implications of the above identified public library programs, some of which may be serving the disadvantaged, and

(4) To propose a dissemination plan for wider adoption by public libraries of the identified exemplary programs indicating appropriate media and type of audience (public, library community, etc.) that the plan is intended to reach.

The findings will be used to promote wider adoption of successful practices and to guide library research in defining and developing the role of libraries in early childhood education and reading for all ages.

B. Scope: While every public library by its very existence promotes reading for all ages, there has been little systematic effort to identify and disseminate successful reading and reading-related programs or to determine the critical components which distinguish them from less successful efforts. Current surveys indicate at least 50 to 70 percent of library users are juveniles, and one of our largest urban libraries is considered to be to a significant extent a children's agency, yet few studies have indicated library impact on children. There is little information available regarding the costs of these preschool and children's services and reading and reading-related programs in public libraries.

The contractor will screen recent or existing library programs which have operated for at least two years and which stress reading and reading-related programs for the five groups identified under objectives in A (1). Programs may include activities such as the following: story-telling for preschool and primary age children; educational television; dramatics, and the arts; book discussions; literacy training; reader's advisory service; and print and non-print activities and other programs in which a significant number of the intended age group is participating.

The screening of programs will result in the development of a pool of 50-100 programs which are recognized as successful by the library community. The pool should emphasize programs for children (preschool and school age) and young adults. An effort should be made to have at least 50 percent of all the programs in the pool from metropolitan libraries. The pool should concentrate on, but not be restricted to, federally-financed projects under the Library Services and Construction Act. The contractor will develop criteria for judging the effectiveness of these programs. Some 20 programs which most meet the criteria shall be selected from the pool for intensive study and description. The programs selected for study should not be restricted to those serving the disadvantaged.

The criteria for success should stress positive changes in the library user's reading skill, library usage, frequency of program attendance, level of reading, reading readiness, reading habits and tastes, behavioral measures (if available), etc. For students and children, it might also include impact on the individual's educational development as evidenced by better grades, teacher comments, etc.

Itemized costs for such programs both in central libraries and branch libraries should be identified on a per library and per branch basis associated with such information as size of branch and population of service area.

If possible, building upon the foregoing results, the fiscal requirements and the social benefits to be derived by meeting the reading and reading-related needs of the national population should be estimated. Cost, manpower and facilities requirements should be based upon previously determined program characteristics and upon costs of exemplary programs and estimates of the population which need special attention. Projections of requirements should be made under different assumptions, such as an increase in adult literacy vs. a constant level, no publicly supported nationwide preschool education vs. introduction of such a policy, etc.

The plan for dissemination of these exemplary public library programs should consider use of such appropriate media (films, TV spots, transparencies, manuals, pamphlets) to reach various audiences. Recommendations should be made for the best form of dissemination applicable for each identified exemplary program.

C. Background: It has been estimated that 10 million American children and teenagers have some significant reading difficulty and that over 6 million adults are functional illiterates. In addition, there are many people of all ages who wish to upgrade their reading skills. Since the ability to read is intimately keyed to the use and enjoyment of libraries and use of the books and other printed and audiovisual materials found in them, libraries have long made efforts to stimulate and improve the reading capabilities and interests of individuals in all age groups in the population. The availability of materials and their accessibility is critical to the library's capacity to meet this need.

Federal concern for the accessibility of libraries to every citizen and the provision of public library service to areas of the country with inadequate service or with no free public library service was formally recognized in 1956 with the passage of the Library Services Act. Today through the State grant program under the expanded Library Services and Construction Act, the States and local public libraries continue to provide programs for preschool and school age children, youth and adults for improving reading skills and expanding educational horizons.

Public libraries are currently estimated to have over 50,000,000 users. The question of the public library's effectiveness and validity in promoting reading has had limited investigation. Questions needing to be addressed include the public library's ability (1) to foster greater exposure of preschool children to reading-related and other library experiences, (2) to promote the skills necessary to read, (3) to promote the desire necessary to read to the full limits of one's capabilities, (4) to provide reading material relevant to the individual's life style, and (5) to make such reading material readily accessible to the child, young adult or adult.

The primary focus of the proposed study should be the identification and description of exemplary programs, with about a third of the total effort devoted to projecting requirements, estimating costs, and developing a dissemination plan.

As a potential source of information for development of a pool of programs, the contractor should consult with the staff of the Division of Library Programs, U.S. Office of Education. Case study material relevant to the proposed study may be found in two current studies funded by the U.S. Office of Education: the preliminary report of "A Study of Public Library Services to the Disadvantaged in Selected Cities" (anticipated completion date April 30) and reports of "Library Materials in Service to the Adult New Reader."

D. Tasks to be performed: The contractor will be expected to perform the following specifics:

(1) Assemble an advisory panel primarily of public librarians, including some USOE staff, to aid in selecting a pool of potentially exemplary public library reading and reading-related programs.

(2) Develop a pool of 50-100 potentially exemplary public library reading and reading-related programs for preschool, school-age children, young adults, functionally illiterate adults, and other adults that have operated for two years or longer and which are preferably continuing.

(3) Develop criteria for measuring the effectiveness of each type of program for each of the five groups specified in (2) above.

(4) Determine the program components (such as personnel, activities, materials, etc.) which characterize exemplary library programs. This may entail examination of some activities identified as less successful for comparative purposes.

(5) Develop strategies and methods for costing out each type of reading or reading-related program.

(6) Screen the pool of potentially exemplary programs cited in (2) to identify some 20 programs, approximately four in each of the five categories cited in (2), which best meet the criteria cited in (3) and (4).

(7) Field visit and describe in detail the 20 programs selected, with the approval of OE, in (6). Include in the description the relationship of the library program to other reading and educational endeavors of the schools and other agencies in the community.

(8) Determine the total incremental costs (direct and estimated indirect costs) of the selected exemplary public library reading and reading-related programs on three levels:

a. branch library level per thousands of population served,
b. central library programs, and
c. systemwide programs.

This fiscal data is to be displayed in conjunction with data of existing base facilities available at the aforementioned levels. Note what differences, if any, there are in cost for those programs serving disadvantaged populations and those not.

(9) Having examined the nature and cost of programs for the five designated age groups, analyze the results to determine common elements. If there is commonality and validity in the data, make national projections of money, manpower and facilities needed to mount effective reading and reading-related public library programs. If reliable projections cannot be made, state the reasons.

(10) Describe the nature and magnitude of the change which might be effected on the population if such exemplary public library programs were initiated nationwide.

(11) Prepare a plan for disseminating information on the some 20 exemplary public library programs studied indicating appropriate media such as films, TV spots, manuals, and pamphlets and appropriate audience for that media. For some programs it might be considered desirable to develop dissemination on several levels; an example might be a preschool program for which dissemination is needed for both mothers and the library community. If possible, estimate costs for recommended dissemination plan.

(12) Be available for discussion and consultation with DHEW/OE representatives during the entire period of the contract.

E. Products to be furnished: Ten copies of each of the progress reports and 500 copies of the final report are to be furnished to the Office of Education. The content of these reports shall correspond to the tasks outlined in D, as noted under Section F.

F. Time schedule: The following is a tentative time frame for this project:

Time from date of award of contract	Report due
Two months	Progress report regarding completion of tasks 1 and 2 and progress of tasks 3 and 4
Four months	Progress report regarding completion of tasks 3, 4, 5, and 6
Nine months	Progress report regarding tasks 7 and 8
Twelve months	Final report on all tasks

G. Evaluation Criteria: Proposals will be evaluated using the following weighted criteria:

(1) Soundness and imaginativeness of the analytic approach as expressed in the research design. 35%

(2) Feasibility of proposed time schedule. 10%

(3) Availability of personnel with appropriate competencies and experience. The contractor's proposal must include individual resumes of personnel it anticipates assigning to the project; in addition, the contractor shall indicate the amount of time to be spent by each person assigned to the project. 35%

(4) Availability of necessary research facilities. 5%

(5) Submission of cost estimates which are reasonable and which reflect an understanding of the work statement. 15%

APPENDIX A

CONTRACT WORK STATEMENT AND AMENDMENTS (Cont'd)

2. BARSS, REITZEL AND ASSOCIATES, INC.
PROPOSED WORK PLAN

Task 1: Establishing an Advisory Panel

An advisory panel will be assembled to aid in the selection of a pool of potentially exemplary public library reading and reading-related programs. The panel will consist of members of four different groups:

1) Public librarians;

2) U.S.O.E. staff;

3) Specialists in reading and reading-related programs; and

4) B/R and consultant analysts.

Members of the panel will be chosen by B/R under the guidance of the appropriate Office of Education program officer and staff using four criteria:

- Knowledge of existing programs;
- Knowledge about the stratification dimension attributes of programs (e.g., is it for the disadvantaged?);
- Knowledge of the success of programs; and
- Ability to apply and critique various criteria of effectiveness.

To ensure a range of different abilities and backgrounds, a total of 16 advisory panel members will be selected, eight from outside of B/R and O.E.

Task 2: Develop an Initial Pool of Potentially Exemplary Programs

As outlined in the Rationale section, up to 60 programs would be selected by use of a stratified sample with five stratification dimensions and 60 cells. The criterion of selection would be the advisory panel's view of the most successful program in each cell. The remainder of the 100 programs would be selected by the criteria of success. Programs for the young disadvantaged would be oversampled.

The data necessary for stratification would be collected primarily from the panel, O.E., and brief communications as required.

Task 3: Development of Criteria for Measuring Effectiveness of Reading Programs

Sources for the generation of criteria of effectiveness include: (1) O.E. suggestions, (2) advisory panel suggestions, (3) literature review, (4) B/R analysts, and (5) preliminary talks at two libraries. The criteria selected for measurement of the 100 program pool must be available from the libraries sampled. The initial measures must concentrate on standard library statistics and impressionistic data from librarians.

Task 4: Determination of Program Components of Effective Programs

A mail survey of the 100 library programs will be undertaken. Library personnel will be asked to complete the necessary forms. The instrument will include questions concerning costs (e.g., budget, floorspace, time allocations) and benefits (e.g., program attendance, attendee participation). A description of personnel, activities, materials, objectives, and related support for each program will be determined from these questionnaires.

The 100 programs would next be analyzed by standard social science methods and pattern analysis. The differences between effective and less effective programs would be determined, and a description of effective programs would be produced.

Patterns of success and failure would be determined through pattern analysis. This would permit analysis of different types of effectiveness.

The initial progress report, summarizing the work to date (i.e., the completion of Tasks 1 and 2 and the progress on Tasks 3 and 4) would be written during this Task.

A comparison of the 100 successful programs, with programs not selected, will be undertaken to confirm differences determined within the 100 program pool. Data about non-selected programs will be collected from published and O.E. statistics. If necessary, a short sample survey of programs not selected will be undertaken.

Task 5: Develop Strategies and Methods for Costing Programs

The two preliminary library visits and the survey of 100 programs will provide data to develop a more comprehensive costing strategy. Factors outside the library's direct control, e.g., inflation in book price and limitations in relevant personnel categories, will also be investigated.

Task 6: Selection of Final Pool of Programs

As stated in the Rationale, the final pool of programs will be selected according to the criteria of effectiveness, level of effectiveness, cost-effectiveness, and representativeness of each program. Four programs within each of the five target group categories will be selected.

The second progress report will be written at the completion of Task 6 and will summarize all work to date.

Task 7: Field Visits to 20 Programs

The primary purpose of the field visits is to increase the completeness and validity of the material on the most effective programs. We view this task as being perhaps more significant than any other single element of the project because it will involve extensive collection of data concerning the impact and costs of programs.

The data concerning impact will come primarily from a group survey test instrument administered to participants in the library program. We estimate a 30 minute instrument can be developed for each target group, with approximately two thirds of the instrument devoted to measurement of reading performance, and one third to reading habits and tastes. The selection of tests will depend upon factors including the measures of effectiveness selected, the adaptability to the target group, time of test, ease of administration, standard deviation and reliability of the test, and so on.

The field visits will also include:

1) Analysis of the relation of effective library programs to other programs at the library;

2) Analysis of the relation of effective library programs to non-library related programs;

3) More detailed look at available library statistics;

4) Collection of statistics available at related institutions (e.g., schools); and

5) Collection of additional cost data through interviews with library and program staff.

The product of this task will be refined information about the costs and impact of the 20 individual programs. Individual case studies of each program will also be written to ease report writing and later dissemination of results.

Task 8: Analysis and Display of Fiscal Data

Task 8 is the analysis and presentation of data collected in Task 7 and Task 4. The total incremental, and shared costs for each program will be analyzed and displayed together for three levels: branch, central, and system-wide. The cost per person served will also be displayed for each program. Differences in each type of cost will be analyzed and displayed by target group, with specific differentiation being made between programs serving the disadvantaged, and those serving non-disadvantaged, populations.

The third progress report, included as a requirement within this Task, will describe efforts to date with emphasis on the results and display of the fiscal analysis.

Task 9: Determination of Common Elements of Effective Programs and National Projections

The initial requirement for Task 9 is determination of the effectiveness of each of the 20 programs. Although the specific analysis will depend on the type of program, in general this will involve comparing mean scores and attitudinal or behavior responses of those who entered the program at different points in time. The effectiveness of the programs will then be compared.

The second part of Task 9 is determination of the commonality of elements among the 20, extensively-detailed programs. Pattern analysis will be used to cluster these 20 programs to assess the degree of similarity among them. Similar programs will be compared in costs and impact to determine value variations and thus provide a measure of the reliability of the statistics. A validity check will be undertaken through comparison of initial and final pool data concerning costs and impact.

It is more than likely that the commonality and validity analysis will not provide a clear cut answer regarding the reliability of national projections. The outcome is more likely to be that a range of possible impact exists for a given type of program. To incorporate such uncertainty in the projections, cost-benefit analysis (including sensitivity analysis) will be the methodology used for the projections.

The cost-benefit analysis will be addressed to the following questions--

1) What would be the national costs (e.g., money, personnel) of extending different programs to meet various benefit or effectiveness levels?

2) What resources would be required to reach each benefit level (e.g., equipment purchase)? What resources now exist? What would have to be modified?

3) How would the costs and resources be affected by uncertainties in the future state of the world (e.g., concurrent public school programs to combat illiteracy)?

4) How would the costs and resources be affected by uncertainties in costs and benefits associated with different types of programs?

If it becomes evident that a minimum of commonality and validity exists, the analysis will shift to questions concerning the factors contributing to this state. In addition, steps leading to the alteration of such factors would be stated.

Task 10: Projection of Benefits of National Programs

Task 10 would be completed in conjunction with the cost-benefit analysis described in Task 9. In Task 9, the benefit or effectiveness levels are fixed and a description and analysis of costs is carried out. In Task 10, the other side of the cost-benefit analysis would be undertaken. An analysis would be made of the benefits accruing to several given levels of expenditures.

Task 11: Dissemination of Information on Exemplary Public Library Programs

The first part of Task 11 would be to determine what are the purposes or goals of different subjects of dissemination. This would also include a further analysis of why certain programs are exemplary rather than just effective. (For example, a list of effective and relatively inexpensive programs would be developed to disseminate to libraries with limited funds.) The purposes of dissemination might include increasing participation by the disadvantaged in ongoing library reading programs, increasing public support for the extension of exemplary programs, and increasing support from public officials for library reading programs.

The second step would be a specification of the audience to be reached, given the goal of the communication, e.g., librarians, policy-makers, potential users or attendees, potential supporters of new policies.

Finally, media would be selected to accomplish the communication goals by reaching the specified audience. This method would allow for dissemination packages in which several programs would be described together to reach a common audience, and alternatively in which one program would be described to different audiences in different ways.

The outcome of this task would be a total plan for disseminating the appropriate information. Estimated costs for program installation would be specified insofar as possible. The final project report would also be written during accomplishment of this task.

APPENDIX A

CONTRACT WORK STATEMENT AND AMENDMENTS (Cont'd)

3. AMENDMENTS TO 70-14, TASK 16

1. In reference to the selection of the 100 successful library programs (e.g., see proposal, p. 9, para. 1):

   The programs screened for inclusion in the initial pool of 100 successful programs will be limited to recent or existing library programs which have operated for at least two years.

2. In reference to p. 8, the last paragraph, para. 6, delete the last sentence:

   "However, we include in our cost proposal budgeting estimates for the use of an approach combining published statistics and mail surveys." FOR: We do not include an estimate because we believe a mail survey of graduates would allow for the collection of adequate data.

3. In reference to the stratification in the selection of library programs as described on page 9:

   "Central city" is defined as the governmental or legally bound city (e.g., Boston or New York City) rather than the economically or socially defined city (e.g., central core or inner city). Metropolitan area and rural area mean those areas defined by the U.S. Census as Standard Metropolitan Statistical Areas and rural areas, respectively.

4. In reference to p. 12, last paragraph, para. 7, delete this paragraph: ..."A comparison of the 100 successful programs, with programs not selected,...will be undertaken."

5. In reference to the choice of measures for determining program effect or impact, e.g., p. 13, para. 5:

   Standard, validated tests or measures will be used wherever possible to measure program impact. If possible, only such tests or measures will be used. If a limited number of new instruments must be developed, the instruments will be developed and validated by the contractor.

6. In reference to the meaning of impact and benefits (e.g., p. 8, Impact Analysis and p. 15, Task 10, Projection...):

   Although the initial concern about program impact relates to changes in the library user's reading skill, library usage, frequency of program attendance, level of reading, reading, reading readiness, reading habits and tastes, etc. (see the RFP, p. 3), the overall social benefits of the programs will be more broadly defined. For example, the impact analysis may determine that reading comprehension levels increase by 2 years as a result of a given program. This increase would then be discussed (quantitatively, where possible) in terms of increases on employability of adolescents. In other words, where possible, benefits and impact will be broadly defined.

7. In reference to the source of funding, p. 12, Task 4: Determination... and Task 7: Field Visits...:

   The source of funding (e.g., LSCA, other federal, state, local, foundation, etc.) will be determined as one program component on which to compare successful and less successful and effective and less effective programs.

8. In reference to availability for discussion and consultation with DHEW/OE representatives during the contract period (see the RFP, Task 12, p. 9):

   Weekly telephonic communications will be established with the OE Project Officer and face-to-face meetings will be held on a reasonable as-needed basis (e.g., monthly).

9. In reference to needed clarification of the division of labor between B/R and TransCentury, e.g., Task 7: Field..., p. 13:

   For each library program, there are two groups of respondents;

   (1) Graduates of the program
   (2) Participants in the program

   The first group, the graduates, no longer necessarily come to the library (or library extension) to participate in a program. They must be contacted at home. This task will be completed by TransCentury. Since 75 graduates will be contacted for each of the 20 programs, TransCentury will complete 1500 interviews (i.e, tests and a short list of oral questions.)

   The second group, the participants, will be initially contacted in the library. B/R staff will accomplish this task. Whenever possible these contacts will be made simultaneously to groups of participants in the library. Where possible, written instruments will be filled out during the program meeting.

   The number of in-library based contacts will equal 300 per program or 6000 contacts. Note that the number of people contacted will be less if longitudinal programs are selected, for 150 people in these programs will be contacted twice.

10. In reference to renegotiation:

    The proposed work may require changes that will only become apparent during the completion of the contract. For example, it may be impossible to obtain a list of graduates of present programs, the number of participants in programs may not be as great as the contracted sample size, the number of effective programs that both OE and B/R determine should be examined through field studies may be greater than 20, and so on.

11. In reference to TransCentury participation on the Advisory Panel (see Task 1, Establishing...):

    At least one representative of TransCentury will serve on the Advisory Panel.

12. In reference to TransCentury's role in Task 7, TransCentury will undertake the graduate interviews as an additional part of Task 7.

13. In reference to all forms requiring BOB clearance the contractor will not seek further reimbursement from the Government for up to 12 weeks delay on each submission, or request any extension in delivery of final product for up to 8 weeks delay, for each clearance.

14. The total number of contacts will be 200, either 100 contacted twice or in two groups of 100 per program. The total sample size will equal 4,000 contacts. In those instances where one appropriate number of respondents cannot be found, modifying of the sampling universe will be as agreed upon by mutual consent of project monitor and contractor.

APPENDIX A

CONTRACT WORK STATEMENT AND AMENDMENTS (Cont'd)

4. MODIFICATIONS PROPOSED TO SUBMISSION OF OE 3151-2 ET SEQ, COMPRISING PHASE II OF A SURVEY OF PUBLIC LIBRARY READING AND READING-RELATED PROGRAMS - MAY 4, 1971

1. Objectives

The survey objectives are limited to:

a. Identifying thirty effective programs (Phase I)

b. Describing each of the thirty programs in terms of

- program characteristics (from Phase I responses of Program Director to questionnaire, plus descriptive materials.)
- identifiable costs (from Phase II responses by Program staff.)
- impacts as perceived by participants and by certain professional observers (from Phase II surveys.)

The contractor conducting the surveys is also expected to make a substantive report on reading and reading-related programs in the U.S., based on literature review, data collected in Phase I (from about 200 libraries), and from data collected in Phase II. The thirty case studies cannot provide national estimates. The case studies will illustrate some successful practices, with associated costs. Judgments as to the order-of-magnitude costs which the contractor may develop for those activities he suggests for large scale national efforts might contribute to budget planning, along with other experience data. Finally, the contractor is expected to develop a dissemination plan by which OE could rapidly spread usable information about the exemplary programs to other libraries throughout the country.

2. Instruments to Collect Impact Data (numbered point 1)

The survey instruments are rather detailed in enumerating specific effects - behaviors, actions, skills, and practices - that the respondent may attribute to a program. For example, the Young Adult/Adult form lists 14 specific activities or places (e.g., lectures neighborhood centers, museums) which the respondent may now attend more frequently, 17 personal activities, 10 skills or knowledges, etc. Pretesting indicated that respondents have clear-cut conceptions of the effects of the program, and are able to specify which effects are, and which are not, attributable to the program.

External accuracy checks do not seem practicable, since valid and available bench marks for comparisons are not known to us or would involve excessive costs as in the case of the use of data from school records. Data from directors of related local programs on their opinions of the program's success may serve as a qualitative check on program effects.

The survey instruments do provide a number of opportunities for internal consistency checks for reliability and validity. For illustration, the information on changes in the reading pattern of the preschool child obtained through items 15.b, e and i, may be checked against the answers under items 19 and 20 in the Preschool Questionnaire.

The information on the attainment of program objectives obtained through the telephone interview in items 7h through 9 may be compared to the set of individual participant respondents on items 10 through 13 in the preschool, items 17.a, 19.c, 19.h, and 19.m of the School Age Questionnaire, and items 13.a, 11.c, 11.i, 12.g, 19 and 20 of the Young Adult Questionnaire.

The changes in reading skills and interests of the program participants reported in item 40 of the telephone questionnaire may be validated against items 14.b, c, f, g, 15.b, e, h, i, k, 16.a, b, c, 18 and 19 in the Preschool Questionnaire, items 16, 17, 19 through 22 of the School Age Questionnaire, and items 10.c through h, and o, item 12.b, c, i through l, and 15 of the Young Adult Questionnaire.

The concern you express that a bias may arise in favor of attributing desired effects to the program has suggested modifications in questions about selected key effects. The changes take the form of (1) separating "Did an effect occur within a recent time period?" and "If so, is the effect attributable to this program?", as two stages in a single response (not adding separate questions); and (2) as appropriate, inserting a "modest change" kind of response. These stem from the concepts that (a) the occurence question may be subject to some "telescoping" effect, but the net bias probably is not serious; (b) the human tendency to feel favorably about something in which one has invested time and attention may tend toward favorable reactions to the program; and (c) people seem to have very definite responses relating effects to programs - to attribute them or not to. An intermediate opinion permits some mildly favorable attributions without contaminating the replies which distinctly associate the effect with the program or distinctly deny such association.

3. Program Comparison (numbered point 2)

The thirty programs to be studied in depth and site-visited are considered to be case studies. We agree that interprogram comparison and ranking would be inappropriate. No statistical comparisons or rankings of these diverse programs will be undertaken. However, where possible qualitative (rather than quantitative) comparisons on particular aspects or effects may suggest themselves. The Tabulation Plans do not provide for a complete statistical analysis of interprogram comparisons; rather, the emphasis will be characterizing each of the exemplary programs.

The rating of programs by the participants' subjective assessment of impacts on the individual is admittedly not the only possible measure. However, their perceptions are regarded as an important measure, as the most direct evidence of whether something has occurred to his skills, knowledge, or behaviors - changes which are a primary objective of such programs.

4. Control Group (numbered point 3)

We agree that programs outside the library may have been factors in producing the reported change. In recognition of this problem the preschool and the school age instruments include questions as to the program participant's involvement in other activities. (See Preschool/Younger School Age, Questions 3 and 4, Older School Age Questions 25 and 27.)

The use of control groups was considered in the redesign of the methodology. It was not undertaken partly because of the severe fiscal and time constraints of the study, but also because of the inherent technical difficulty in defining an appropriate control group. In particular, one of the greatest obstacles is that the library users by their very participation exhibited a significant degree of motivation which would be difficult to design into a control group in order to isolate program effects rigorously. Such designs are technically demanding, and we look toward such sophistication at a later stage in OE program evaluations.

5. Extent of Effort (numbered point 4)

The prime contractor will have a two-person team in each location for two days. In addition, the staff of the subcontractor (Trans-Century Corporation) will be on location for a longer time, working with the contractor's analysts and continuing beyond to complete the face-to-face interviews. The visits by prime contractor staff are planned to observe the particular program activities, which do not occur on a continuous basis but rather on a scheduled basis, such as once a week or once every two weeks. These visits are preceded by intensive study of the Phase I Telephone Questionnaire responses, and related material sent to the contractor by the program director, in order to maximize the effectiveness of the observational time.

Coupled with the questionnaire's results, two days seem an ample length of time to adjudge if the program is meeting its objectives. Since scheduling of site visits is in terms of program activity, the observers will see the program activity in full operation. It would be preferable to study a given program over a longer period but the time and money constraints of the project make this infeasible.

A larger proportion of the data collection will be performed by the subcontractor staff, who are not constrained by the two-day limitation of the on-site program observation by the prime contractor.

6. Sampling Procedures (numbered point 5)

The thirty programs are varied, so that standardized sampling and survey instructions will not apply. Specific procedures for each field team will be provided in writing, so that the approach in each case will be definite and will seek to preclude the recognized kinds of potential bias. Brief descriptions of the content of three such instructions are given as illustrations.

a. Many preschool story hour programs maintain lists of participants. One program, for example, has story hours at six branch libraries operating on a weekly basis on Tuesday mornings with a total of 120 participants. All branches are in white middle class areas of the city, where parents are literate. Three branches would be selected (to conserve travel time) by assigning numbers to each of the six branches and selecting three random digits. Participants would be contacted at each of the three selected branches, and parents would be interviewed during the contractor's field visit. The Program Director would be asked to give questionnaires to any parents not reached during that period. If any parents did not send in questionnaires by 3 weeks after the end of the field visit period, the contractor would mail second questionnaires to them. (Where oral interviews are required, the subcontractor will make three follow-up attempts, if necessary, to complete the interview.)

b. Several programs are bookmobile programs. One program stops at 50 sites within a large Northern city every weekday afternoon. The major difference among the sites is that teenage black participants are attracted at ten sites and forty sites attract white participants. Almost all participants would be unable to complete a written survey. A sample of ten sites will be drawn by random numbers from two strata - i.e., two of the ten sites serving blacks and eight of the 40 sites serving whites. A sample of 100 participants for oral interviews will be drawn from the ten sites, ten from each. About ten participants usually use the bookmobile per site, so the subcontractor interviewers would interview every other participant exiting the bookmobile at each site.

c. Several programs combine a wide variety of activities. One program has ten different activities scheduled weekly for young adults. Three activities are rap sessions on various topics, three are film shows, two are counseling activities, and two are book-based meetings. A sample of sixty participants will be distributed equally among the four activities. One activity or meeting time will be randomly selected from those occurring during the field visit period from each of the four types of activities, and at each event fifteen sample participants will be identified by an objective technique - typically, a systematic sample with a random start from a list or sequence in which each participant has one and only one chance to be selected.

The survey procedure in detail reflects a determination of the literacy level of participants, and depends on the number of sites, meeting times and activities within the program; on the variations among the sites, times and activities; the target size of the sample; and the number of participants at each site, time and activity. In many cases, some of the required information will not be available to the contractor until reaching the programs in the field visits, so that sampling procedures for field implementation, rather than pre-identified samples, are appropriate. As stated earlier, a large proportion of the interviews will be performed by the subcontractor, who is not constrained by the two-day limitation of the on-site program observation.

7. Limitations on Projections of Cost (numbered point 6)

We agree that limited confidence could be placed in any national projections that the contractor makes (which are to be made only "if possible", and it is mutually recognized that it is likely that few or no projections may be possible.) Experience data on costs for the specific program, in relation to those of the library as a whole, are collected as an integral and necessary part of the program description. The instrument for collecting this basic data has been improved, and the revised instrument is enclosed.

"Ball park" figures indicating the financial order of magnitude of providing specific improved public library services, if feasible, would yield some useful insights as to what increased levels of federal and other spending might ensue from particular activity proposals. The gross approximations that might be possible would be better than the wild guesses which now could be made. Such rough figures would be used as one of many inputs in the planning and decision-making process for library programs, adding an increment of knowledge in this area, which is now almost completely void. Appropriate caution in use of any projections will be emphasized.

APPENDIX A

CONTRACT WORK STATEMENT AND AMENDMENTS (Cont'd)

5. ADDITIONAL AMENDMENTS TO CONTRACT OEC-0-70-4921

1. No less than thirty library programs will be field visited and evaluated unless authorized by the OE Project Monitor or Contract's Officer.

2. Approximately 1,750 participant questionnaires will be done of which 1,000 will be oral interviews of participants and 750 will be written interviews.

   a. The 1,000 oral interviews will be done of parents of preschool age attendees and illiterate adults.

   b. If the total number of participants orally interviewed drops more than 5% totally, OE will reduce payment to the contractor by $25 per uncompleted oral interview.

   c. Where it is not possible to do oral interviews at the program site, such interviews will be done at home.

   d. It is understood that 750 written interviews conducted by the contractor will vary in number from program to program. It is assumed that programs will yield approximately 50 participants depending on programs selected.

   e. Interviews with program graduates are to be attempted wherever possible for both oral and written interviews.

   f. In programs selected having less than 50 current participants, the contractor shall attempt to find where appropriate, graduates of the program.

3. Impact analysis measures will not include standardized reading tests.

4. Cost-benefit analysis will be delimited to cost-effectiveness and to the questionnaire results. No projections of long-term economic benefits will be undertaken. Effectiveness measures applied will be only those closely associated with participant questionnaire results. However, cost data will be extrapolated for a national picture.

5. A telephone survey rather than a mail survey will be used to screen the some 200 nominated programs from which the final 30 programs will be selected.

6. Field visits shall begin on May 17, 1971.

APPENDIX B

1. ADVISORY PANEL MEMBERS, STATE LIBRARY EXTENSION DIRECTORS, AND U.S. OFFICE OF EDUCATION REGIONAL LIBRARY SERVICES PROGRAM OFFICERS

Advisory Panel Members

Miss Ruth Warncke, Deputy Executive Director, American Library Association

Mrs. Harriett Covey, Coordinator, Young Adult Program, Los Angeles County Public Library

Mr. Don Roberts, SUNY Library School, Buffalo, New York

Mr. Keith Doms, Director, Philadelphia Free Library; President-Elect, American Library Association

Miss Effie Lee Morris, Coordinator of Children's Programs, San Francisco Public Library; President-Elect, Public Library Association

Mrs. Helen Lyman, Director, Library Materials Research Project, University of Wisconsin Library School

Mr. William Cunningham, Director, Howard University Library, Washington, D.C. (formerly Regional Library Services Program Officer, Kansas City [Region VI], U.S. Office of Education)

Miss Pauline Winnick, Public Library Specialist, Services to Children and Young Adults, Division of Library Programs, U.S. Office of Education

Dr. Gertrude Bullen, Director, Books Exposure Program, Fall River, Massachusetts

Dr. Alton Raygor, Director, Reading Studies Center, University of Minnesota

Ex-Officio Members

Miss Michelle Vale, Evaluation Specialist, Division of Library Programs, U.S. Office of Education

Mr. Arthur Kirschenbaum, Program Analyst, Office of Program Planning and Evaluation, U.S. Office of Education

Miss Arlene Hope, Regional Library Services Program Officer, Boston (Region I), U.S. Office of Education

Consultants to Barss, Reitzel & Associates, Inc.

Mr. Robert G. Burns, Vice President and Director of Survey Operations, TransCentury Corporation

Mr. Oscar (Jack) Powers, Survey Coordinator, TransCentury Corporation

Dr. Sherwin Feinhandler, President, Social Systems Analysts, and Lecturer, Department of Psychiatry, Harvard Medical School

Dr. David Armor, Vice President, Social Systems Analysts, and Associate Professor, Department of Social Relations, Harvard University

State Library Extension Directors

Mrs. Elizabeth P. Beamguard, Director, Alabama Public Library Service

Mr. Richard Engen, Director of Libraries, Alaska Department of Education

Mr. Richard L. Balch, Director of Education, Department of Education, American Samoa

Mrs. Marguerite B. Cooley, Director, Arizona State Department of Library and Archives

Mrs. Karl Neal, Executive Secretary, Arkansas Library Commission

Mrs. Carma R. Leigh, State Librarian, California State Library

Mr. James D. Meeks, Director, Colorado State Library

Mr. Walter Brahm, State Librarian, Connecticut State Library

Mr. Harry N. Peterson, Librarian, District of Columbia Public Library

Mr. Jack Tyler, State Librarian, Library Commission for the State of Delaware

Mr. Sherwood Kirk, Director, Division of Library Services, Florida Department of State

Mr. Carlton Thaxton, Administrator, Public Library Service, Georgia State Department of Education

Mrs. Magdalena S. Taitano, Librarian, Nieves M. Flores Memorial Library, Agana, Guam

Mr. James R. Hunt, State Librarian, Division of Library Services, Hawaii Department of Education

Miss Helen M. Miller, State Librarian, Idaho State Library

Mr. Alphonse F. Trezza, Director, Illinois State Library

Miss Marcelle Foote, Director, Indiana State Library

Miss Ernestine Grafton, Director, Iowa State Traveling Library

Mr. Denny Stephens, State Librarian, Kansas State Library

Miss Margaret Willis, State Librarian, Kentucky Department of Libraries

Miss Sallie J. Farrell, State Librarian, Louisiana State Library

Miss Ruth A. Hazelton, State Librarian, Maine State Library

Miss Nettie B. Taylor, Assistant State Superintendent for Libraries, Division of Library Development and Services, Maryland State Department of Education

Mrs. V. Genevieve Galick, Director, Bureau of Library Extension, Massachusetts Department of Education

Mr. Francis X. Scannell, State Librarian, Michigan State Library

Mr. Hannis S. Smith, Director, Library Division, Minnesota Department of Education

Miss Mary Love, Director, Mississippi Library Commission

Mr. Charles O'Halloran, State Librarian, Missouri State Library

Mrs. Ruth O. Longworth, Librarian, Montana State Library

Mrs. Jane P. Geske, Acting Executive Secretary, Nebraska Public Library Commission

Miss Barbara J. Mauseth, Acting State Librarian, Nevada State Library

Mr. Emil W. Allen, Jr., State Librarian, New Hampshire State Library

Mr. Roger H. McDonough, Director, Division of State Library Archives and History, New Jersey State Department of Education

Mr. C. Edwin Dowlin, Head State Librarian, New Mexico State Library

Miss Jean L. Connor, Director, Division of Library Development, New York State Library

Mr. Philip S. Ogilvie, State Librarian, North Carolina State Library

Mr. Richard Wolfert, Director, North Dakota State Library Commission

Mr. Joseph F. Shubert, State Librarian, Ohio State Library

Mr. Ralph H. Funk, Director, Oklahoma State Department of Libraries

Miss Eloise Ebert, State Librarian, Oregon State Library

Mr. Ernest E. Doerschuk, Jr., State Librarian, Pennsylvania State Library

Mr. Gonzalo Velazquez, Director, Library Division, Puerto Rico Department of Education

Miss Elizabeth G. Myer, Director, Rhode Island Department of State Library Services

Miss Estellene P. Walker, Director, South Carolina State Library

Miss Mercedes B. MacKay, Director and Secretary, South Dakota State Library Commission

Dr. Wilmon H. Droze, State Librarian and Archivist, Tennessee State Library and Archives

Dr. Dorman H. Winfrey, Director-Librarian, Texas State Library

The Honorable R. Burl Yarberry, Director of Education, Department of Education, Trust Territory of the Pacific Islands

Mr. Russell L. Davis, Director, Utah State Library

Mr. James Igoe, State Librarian, Vermont Free Public Library Service

Miss Enid M. Baa, Director, Libraries and Museums, Virgin Islands Department of Conservation and Cultural Affairs

Mr. Randolph W. Church, State Librarian, Virginia State Library

Miss Maryan E. Reynolds, State Librarian, Washington State Library

Miss Dora Ruth Parks, Executive Secretary, West Virginia Library Commission

Mr. W. Lyle Eberhart, Director, Division of Library Services, Wisconsin Department of Public Instruction

Mr. William H. Williams, Acting State Librarian, Wyoming State Library

U.S. Office of Education Regional Library Services Program Officers*

Miss Arlene Hope, Region I**(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)

Mrs. Eleanor T. Smith, Region II (Delaware, New Jersey, New York, Pennsylvania)

Miss Evelyn D. Mullen, Region III (Kentucky, Maryland, North Carolina, Virginia, West Virginia, District of Columbia, Puerto Rico, Virgin Islands)

Miss Shirley A. Brother, Region IV (Alabama, Florida, Georgia, Mississippi, South Carolina, Tennessee)

Miss S. Janice Kee, Region VII (Arkansas, Louisiana, New Mexico, Oklahoma, Texas)

Miss Helen Luce, Region IX (Alaska, Arizona, California, Hawaii, Nevada, Oregon, Washington, American Samoa, Guam, Trust Territory of the Pacific Islands)

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*At the time program nominations were made, this position was vacant in Regions V, VI, VIII and X.

**Advisory Panel Member.

APPENDIX B

2. LETTER SENT TO ADVISORY PANEL MEMBERS, STATE LIBRARY EXTENSION DIRECTORS, AND U.S. OFFICE OF EDUCATION REGIONAL LIBRARY SERVICES PROGRAM OFFICERS

26 August 1970

Information about public library reading and reading-related programs is being sought by the U.S. Office of Education in order to disseminate nationally a detailed description of the most successful programs. The project is being performed by Barss, Reitzel and Associates under contract to the Office of Education. Miss Michelle Vale, Evaluation Specialist, Division of Library Programs, is monitoring this project.

We would like your help in identifying successful programs and would appreciate your sending Barss, Reitzel a list of public library reading and reading-related programs considered successful in your state.

We define successful public library reading and reading-related programs as programs which (1) have an impact on participants' reading motivation, knowledge, skills, or behavior, and (2) are initiated and/or supported (through funds, staff, ideas, materials, or facilities) by a public library. Note that a reading and reading-related program is defined in terms of the effects of the program rather than the nature of its activities. Thus a multi-media program which is believed to increase participants' reading-motivation could be recommended. In order to be recommended programs do not have to be new, large, or widely publicized. Successful programs now a part of regular library services are also being sought. Even if there is a question about the appropriateness of a specific program, we would appreciate your nominating it. We do, however, want to limit the nomination of programs to those begun before October, 1969, or having completed one full cycle, e.g., an eight-week movie series.

The programs you nominate may serve one or any combination of five groups--pre-school children, school age children, young adults, functionally illiterate adults, or literate adults. They may serve the disadvantaged or the general public. They may be located in any type of geographical area (i.e., city, suburban or rural) and they may be funded from either federal (LSCA, OEO) or non-federal (i.e., state, local, municipal) sources.

We would like to know the following information about the programs which you recommend.

(1) Name of the program;
(2) Name and address of the public library sponsoring the program;
(3) Program director and his/her telephone number; and
(4) Group the program serves (i.e., pre-school children, school age children, young adults, functionally illiterate adults, or literate adults).

Additional descriptive information about these programs would be helpful but is not necessary.

Please feel free to recommend as many programs as you like.

Please mail your recommendations to Barss, Reitzel by the 21st of September. If there are any further questions, do not hesitate to call us collect. Thank you for your help.

Sincerely yours,

Jeffrey A. Raffel

Jeffrey A. Raffel
Project Director
Public Library Reading and
Reading-Related Program Project

APPENDIX C

DATA COLLECTION INSTRUMENTS

1. TELEPHONE SURVEY

OE 3151

Office of Management and Budget No. 51S7003

Approval expires March 1971

C-1-2

ID # ____________

Public Library Reading Program Telephone Questionnaire

Name of Program: ______________________________

Sponsoring Library: ______________________________

Address: ______________________________

______________________________ Zip Code

Telephone: ____________

Program Director: ______________________________

Address: ______________________________

______________________________ Zip Code

Telephone: ____________

Interviewer: ______________________________

Record of Telephone Calls

Date	Respondent	Position	Outcome

Introduction: Hello, my name is _______ and I am a program analyst at Barss, Reitzel and Associates in Cambridge, Massachusetts. We are under contract to the Office of Education to locate, visit, and disseminate information about successful public library reading and reading-related programs. Your __________ program was nominated as a successful program and I would like to ask you a few questions about it.

First I would like to check a few points of information.

1. Do I have the correct name of the program? Is it called __________?

   ___(1) Yes

   ___(2) No (CORRECT NAME ON COVER SHEET)

2. Is the program being continued this year?

   ___(1) Yes (SKIP TO Q. 5)

   ___(2) Yes, but modified (SKIP TO Q. 5)

   ___(3) No (ASK Q. 3)

3. Are there any ongoing programs which originated prior to January 1970 and which you would consider a successful reading or reading-related program?* (IF MORE THAN ONE MENTIONED, ASK FOR THE MOST SUCCESSFUL PROGRAM.)

   ___(1) Yes (NAME: ____)

   ___(2) No (THANK YOU FOR YOUR COOPERATION BUT WE ARE ONLY INTERESTED IN EXISTING PROGRAMS.)

* A reading or reading-related program is a program which may have an impact on a participant's interest (e.g., desire to read), behavior (e.g., use of the library), knowledge (e.g., awareness of the contents of certain magazines), or skills (e.g., reading comprehension level) with respect to the utilization of printed matter. Thus multi-media, discussion, lecture, and other print or nonprint-related programs would be considered reading or reading-related programs on the basis of their possible effects rather than their relation to reading-based activities.

4. Who is the program director of this program?

   Program Director: ______________________________

   Address: ______________________________

   Telephone: ______________________________

   (FILL OUT NEW TELEPHONE FORM)

5. Could you please give me a short description of your program?

   ____

   ____

   ____

6. When did this program begin?

Month ________ Year ____________

7. What are the objectives or goals of the program?

(1) ____

____

(2) ____

____

(3) ____

____

(4) ____

____

(5) ____

____

8. Which one do you consider the main objective? ____________________

____

____

9. Do you think that the objectives of the program are being met? Please explain.

____

____

____

10. What are the main activities included in the program?

(1) First Activity: ______________________________

(2) Second Activity: ______________________________

(3) Third Activity: ______________________________

(4) Fourth Activity: ______________________________

11. What is considered the main activity: ______________________

____

We would like to know what kinds of people the program was initially intended to attract.

12. At what age group was the program aimed?

___(1) Preschool

___(2) Elementary school

___(3) Young adult

___(4) Adult

___(5) Senior citizen

___(6) Other (SPECIFY: ______________________________)

13. At what family income group was the program aimed?

___(1) Under $5,000

___(2) $5,000 - 9,999

___(3) Over $10,000

___(4) No specific group

___(5) Other (SPECIFY: ______________________________)

14. Was the program aimed at any particular racial or ethnic groups?

___(1) Non-minority group members

___(2) Negro

___(3) Spanish-surnamed Americans

___(4) American Indian

___(5) Oriental

___(6) No specific group

___(7) Other (SPECIFY: ______________________________)

15. Was the program aimed at one sex specifically?

___(1) Male

___(2) Female

___(3) Both or no specific group

16. Was the program aimed at any groups with special characteristics? For example:

___(1) Handicapped

___(2) School dropouts

___(3) Unemployed

___(4) Illiterate

___(5) Disadvantaged

___(6) Other (SPECIFY: ________________________________)

17. Are there any limitations placed on who can participate in the program? For example, are only library card holders or those who sign up first admitted?

___(1) No

___(2) First come, first served

___(3) Prerequisite program

___(4) Income level

___(5) Hold library cards

___(6) Other (SPECIFY: ________________________________)

18. Approximately what percentage of the participants come from the various groups you were trying to attract?

____

(If less than 100 percent, ask: WHAT GROUP WAS MOST DIFFICULT TO ATTRACT?)

____

19. Do the majority of the program participants live in an urban, suburban, or rural area?

___(1) Urban

___(2) Suburban

___(3) Rural

___(4) Other (SPECIFY: ________________________________)

20. Do you keep any of the following kinds of information about individual participants? (READ LIST, CHECK IF YES)

___(1) Name

___(2) Address

___(3) Telephone number

___(4) Library card number

___(5) Follow-up information, e.g., evaluations

___(6) Other (SPECIFY: ________________________________)

We would like to get an estimate of the number of people who participate in the program.

21. About what has been the average attendance at each event this year?

____

22. Has the average attendance changed since the program began? Please explain.

___(1) Yes

___(2) No

____

____

23. What has been the largest attendance at an event within the last year?

____

24. What has been the smallest attendance at an event within the last year?

____

25. About how many people attend more than half of the events?

____

26. Has the number of people attending more than half the events changed since the program began? Please explain.

___(1) Yes

___(2) No

____

____

27. Where are the events usually conducted?

___(1) Main library

___(2) Branch library

___(3) Outreach library (SPECIFY: ______________________________)

___(4) No regular location (SPECIFY EXAMPLES: ______________

____)

___(5) Other (SPECIFY: ______________________________)

28. Have any community agencies cooperated in the planning or operation of the program? Please explain.

____

____

29. What is the source of the program's funds--local, state, federal, private, or what? (If federal funds, what federal program?)

____

30. What is the budget for the program for the current fiscal year?

____

31. What are the two or three main materials or equipment used in the program?

____

____

____

32. How many professional librarians, if any, work on the program?

____

33. On the average, how many hours per week do they spend on the program?

____

34. What other personnel, if any, work on the program?

____

____

____

35. On the average, how many hours per week do they spend on the program?

____

36. On the whole, do you consider the program successful? Please explain.

___(1) Yes

___(2) No

____

____

____

37. Has the library program affected the overall use of the library in any way, for example, the number of people using the library, circulation, type of material circulated, number of library card holders?

___(1) Yes (How has usage been affected?)

____

____

____

___(2) No

38. Has the program had any effect on regular library operations--e.g., library procedures, library policy on hiring, acquisition, etc.? Please specify.

____

____

____

39. In general, what has been the reaction of the participants to the program?

____

____

____

40. As far as you know, has the program changed the reading skills, interests, or behavior of the participants? (If yes, in what way?)

____

____

____

41. Have there been any requests for an expansion of the program? (Who requested this?)

___(1) No

___(2) Participants

___(3) Staff

___(4) Community groups (SPECIFY: ____________________)

___(5) Government agencies (SPECIFY: ____________________)

___(6) Other (SPECIFY: ____________________)

42. In general, what has been the program staff's reaction to the program?

____

____

____

43. What has been the reaction of the staff not working on the program to the program?

____

____

____

44. Have other libraries or library-related organizations inquired about the program?

___(1) Yes

___(2) No (SKIP TO Q. 47)

45. What groups?

____

____

____

46. Have any adopted the program?

___(1) Yes (HOW MANY? _________)

___(2) No

47. What do you consider the strengths of the program?

____

____

____

48. What would you like to improve?

____

____

____

CONCLUSION

49. We appreciate your taking the time to answer these questions. From the programs originally nominated we will choose a smaller number to complete a short written questionnaire. If your program is selected, would you be willing to continue to cooperate with the study?

___(1) Yes

___(2) No (SPECIFY DIFFICULTY: ______________________________

____)

50. Could you send us any written information concerning the program, such as the original proposal or written reports?

___(1) Yes

___(2) No (SPECIFY DIFFICULTY: ______________________________

____)

(SEND TO BARSS, REITZEL AND ASSOCIATES
133 Mount Auburn Street
Cambridge, Massachusetts 02138)

51. From the written questionnaire, exemplary programs will be selected for an in-depth study. This involves visiting the program and interviewing participants and program staff. If your program is selected as exemplary, could we interview some participants and staff members?

___(1) Yes

___(2) No, but contact:

NAME: ____

POSITION: _____________________________________

ADDRESS: ______________________________________

____

TELEPHONE: ____________________________________

___(3) No (SPECIFY DIFFICULTY: ______________________

____)

52. Which program sessions or events could we visit during March, April or May, 1971? (Please describe them briefly and note the date and time of the event.)

	Date	Time
March 1971:		
a.		
b.		
c.		
d.		
April 1971:		
a.		
b.		
c.		
d.		
May 1971:		
a.		
b.		
c.		
d.		

53. Are these events representative of the program?

___(1) Yes

___(2) No (If no, how are they different?) ____________________

____

____

Thank you for your cooperation. If you have any questions, please do not hesitate to write or call me. (BARSS, REITZEL AND ASSOCIATES
TELEPHONE: (617) 864-8360)

INTERVIEWER'S REPORT

1. How effective do you think the program has been?

___(1) Very effective
___(2) Effective
___(3) Somewhat effective
___(4) Ineffective
___(5) Don't know

2. What leads you to this conclusion?

3. How certain are you about your estimate of effectiveness?

___(1) Very certain
___(2) Certain
___(3) Somewhat certain
___(4) Uncertain

4. What lies behind any uncertainty which you feel?

5. What special problems will we face in evaluating this program?

6. Are there any reasons why we should not evaluate this program?

7. What problems arose during the interview?

APPENDIX C

DATA COLLECTION INSTRUMENTS

2. RELATED PROGRAM SURVEY

RELATED PROGRAM SURVEY

1. Have you heard about the ______________________________?

___(1) No

___(2) Yes

What have you heard about it?

____

____

____

How did you hear about it?

____

____

____

2. How successful or unsuccessful do you think the __________________ has been?

____

____

____

3. Have you worked with the __________________________ in any way?

___(1) No

___(2) Yes. Please explain: ___________________________________

____

____

4. Would you please describe your own program?

____

____

____

5. Do you think your program has changed its participants' ability, behavior, knowledge, or feelings about communicating or the various communications media?

____

____

____

6. Are any participants in your program also taking part in the ____________________?

___(1) Yes--how many? ________________

___(2) No (THANK YOU)

___(3) Don't know (THANK YOU)

7. (If Question 6 is Yes) How do you think the __________________ has affected those participants' attitudes, skills, and practices in reading?

____

____

____

____

APPENDIX C

DATA COLLECTION INSTRUMENTS

3. COST SURVEY

OE 3151-6

C-3-2

OMB No. 51S71023
Approval expires Dec. 1971
ID # ________________

PUBLIC LIBRARY READING PROGRAM

FIELD COST SURVEY

To Be Completed for:
(1) ☐ Reading or Reading-Related Program
(2) ☐ Sponsoring Library
(3) ☐ Library System

Name of Reading Program ________________

Name of Sponsoring Library ________________

Name of Library System ________________

Name and Position of Person Completing Cost Survey ________________

____

Address ________________
Number Street City/County State ZIP

1. Summary of Library Expenditures

Category	Amount (Whole dollars only)		
	1968-69	1969-70	Budget 1970-71
1. Library staff salaries, wages, & employee benefits expenditures	$	$	$
2. Library collection expenditures	$	$	$
3. Library service & supply expend.	$	$	$
4. Library capital outlay expend.	$	$	$
5. All other library expenditures	$	$	$
6. Total (Sum of 1 through 5)	$	$	$
7. Estimated cost of library staff, collection, service, supplies, capital outlay and other library expenditures provided free	$	$	$
8. Grand Total (Sum of 6 & 7)	$	$	$

9. Fiscal year: From: ________________

Through: ________________

2. Library Staff Salaries, Wages, and Employee Benefits Expenditures

Category	Amount (Whole dollars only)		
	1968-69	1969-70	Budget 1970-71
1. Salaries & employee benefits, professional staff	$	$	$
2. Salaries & employee benefits, clerical & other staff	$	$	$
3. Wages & employee benefits, hourly staff	$	$	$
4. Total (Sum of 1 through 3)	$	$	$
5. Estimated cost of salaries, wages, & employee benefits provided free	$	$	$
6. Grand Total (Sum of 4 & 5)	$	$	$

3. Library Collection Expenditures

Category	Amount (Whole dollars only)		
	1968-69	1969-70	Budget 1970-71
1. Book stock	$	$	$
2. Microfilm	$	$	$
3. Microform, except microfilm	$	$	$
4. Periodicals	$	$	$
5. Audiovisual & other nonprint materials, except microform	$	$	$
6. Other (Specify)			
	$	$	$
	$	$	$
	$	$	$
7. Total (Sum of 1 through 6)	$	$	$
8. Estimated cost of collection materials & equipment provided free	$	$	$
9. Grand Total (Sum of 7 & 8)	$	$	$

4. Library Service and Supply Expenditures

Category	Amount (Whole dollars only)		
	1968-69	1969-70	Budget 1970-71
1. Rent	$	$	$
2. Utilities	$	$	$
3. Telephones	$	$	$
4. Insurance	$	$	$
5. Postage	$	$	$
6. Freight	$	$	$
7. Maintenance	$	$	$
8. Supplies	$	$	$
9. Overhead	$	$	$
a. Rate $			
b. Based on:			
10. Other (Specify)			
	$	$	$
	$	$	$
	$	$	$
11. Total (Sum of 1 through 10)	$	$	$
12. Estimated cost of services & supplies provided free (Specify)			
	$	$	$
	$	$	$
	$	$	$
13. Grand Total (Sum of 11 & 12)	$	$	$

5. Library Capital Outlay Expenditures

Category	Amount (Whole dollars only)		
	1968-69	1969-70	Budget 1970-71
1. Furniture	$	$	$
2. Equipment	$	$	$
3. Land	$	$	$
4. Buildings and additions	$	$	$
5. Remodeling and major repairs	$	$	$
6. Other (Specify)	$	$	$
7. Total (Sum of 1 through 6)	$	$	$
8. Estimated cost of capital outlay items provided free	$	$	$
9. Grand Total (Sum of 7 & 8)	$	$	$

6. Library Total Capital Outlay Expenditures, From Inception of Your Reading Program, Through 1969-70 (Do not include Budget 1970-71)

Category	Amount (Whole dollars only)
	From 19________ through 1969-70
1. Furniture	$
2. Equipment	$
3. Land	$
4. Buildings and additions	$
5. Remodeling and major repairs	$
6. Other (Specify)	$
7. Total (Sum of 1 through 6)	$
8. Estimated cost of total capital outlay items provided free	$
9. Grand Total (Sum of 7 & 8)	$

7. All Other Library Expenditures

Category (Specify)	Amount (Whole dollars only) 1968-69	1969-70	Budget 1970-71
1.	$	$	$
2.	$	$	$
3.	$	$	$
4.	$	$	$
5.	$	$	$
6. Total (Sum of 1 through 5)	$	$	$
7. Estimated cost of other lib. expenditures provided free	$	$	$
8. Grand Total (Sum of 6 & 7)	$	$	$

8. Current Funds Revenues by Source

Category	Amount (Whole dollars only) 1968-69	1969-70	Budget 1970-71
1. Revenue from local sources	$	$	$
2. Revenue from intermediate sources	$	$	$
3. Revenue from State sources	$	$	$
4. Revenue from Federal sources a. Received directly from the Federal Government	$	$	$
b. Received through the State	$	$	$
c. Received through an intermediate level	$	$	$
d. Received through local level	$	$	$
e. Total revenue from Federal sources (Sum of 4.a. through 4.d.)	$	$	$
5. Revenue from private sources	$	$	$
6. Other revenue (Specify)	$	$	$
7. Total (Sum of 1, 2, 3, 4.c., 5, and 6.)	$	$	$

9. Library Building Space

Category	Amount (Whole feet and square feet only)		
	1968-69	1969-70	1970-71
1. Primary building space used specifically for the reading program on a regularly scheduled basis a. Width (in feet)			
b. Length (in feet)			
c. Area (Product of a. X b.)			
2. Other building space used by the reading program a. Specify			
b. Area			

APPENDIX C

DATA COLLECTION INSTRUMENTS

4. PRESCHOOL/YOUNGER SCHOOL AGE COMMUNICATIONS SURVEY

OE 3151-2

OMB # 51S71023
Approval expires Dec. 1971

PRESCHOOL/YOUNGER SCHOOL AGE COMMUNICATIONS SURVEY

(TO BE FILLED OUT BY PARENTS)

We are making a national study of libraries and library programs for the United States Office of Education. This is being done to help libraries improve the programs they already have and to get them interested in starting good new programs. We would like you to help us by answering some questions about the ____________________ and the way it has affected your child and you.

Thank you for your help.

Barss, Reitzel and Associates, Inc.
133 Mount Auburn Street
Cambridge, Massachusetts 02138

1. What is your child's sex (CHECK ONE)

___(1) Female
___(2) Male

2. What is your child's age

_________ Years

3. Is your child now in a school or preschool program? (PLEASE CHECK AS MANY AS APPLY.)

___(1) No
___(2) Yes, nursery school
___(3) Yes, day care
___(4) Yes, Head Start
___(5) Yes, kindergarten
___(6) Yes, 1st grade
___(7) Yes, 2nd grade
___(8) Yes, 3rd grade
___(9) Yes, 4th grade
___(10) Other (PLEASE DESCRIBE:_________________________________)

4. Is he/she in any organized activities besides school or preschool? (PLEASE CHECK AS MANY AS APPLY.)

___(1) No
___(2) Yes, religious school
___(3) Yes, Scouts
___(4) Yes, teams or sports
___(5) Yes, club
___(6) Yes, art or music lessons
___(7) Yes, library program
___(8) Yes, other (PLEASE DESCRIBE:______________________________)

5. When did your child first attend the program?

_______ Month _______ Year

6. About how often does your child go to the program? (PLEASE CHECK ONE)

___(1) Once a year
___(2) Two or three times a year
___(3) Once a month
___(4) Once a week
___(5) Twice a week or more

7. About how many events did your child attend since the beginning of September?

____

8. Which events did your child attend?

____

____

____

9. How did you find out about the program? (PLEASE CHECK AS MANY AS APPLY)

___(1) Another parent told me
___(2) Radio or TV
___(3) Librarian or notice posted in library
___(4) Newspaper
___(5) Child told me
___(6) Other (PLEASE DESCRIBE: ______________________________

____)

10. Why did you begin bringing your child to the program?

____

____

____

11. Has your child gotten what you wanted him/her to get out of the program? (PLEASE CHECK ONE)

___(1) Yes
___(2) No (Why not? ____

____

____)

12. What do you like best about the program?

____

____

____

13. What do you dislike about the program?

____

____

____

14. Here are some questions about the results of the program. How do you feel about each of them? (PLEASE CHECK ONE BOX FOR EACH ITEM)

The program...	Strongly Agree	Agree	Can't Say	Disagree	Strongly Disagree
a. Has made my child feel more grown-up.	☐	☐	☐	☐	☐
b. Has made my child want more books of his own.	☐	☐	☐	☐	☐
c. Has made my child more interested in reading.	☐	☐	☐	☐	☐
d. Has had little effect on my child's view of the library.	☐	☐	☐	☐	☐
e. Has made my child more interested in school or in going to school.	☐	☐	☐	☐	☐
f. Has made my child more eager to have stories read to him.	☐	☐	☐	☐	☐
g. Has not interested my child in learning to read (or to read better)	☐	☐	☐	☐	☐

15. Since your child began going to the program, he or she may be doing the things below less, the same, or more than before. If he doesn't do an activity, answer DOESN'T DO. If the program has brought about a change, answer MORE or LESS. If there has been no change or if the change is not due to the program, answer SAME OR NOT AFFECTED BY PROGRAM.

(PLEASE CHECK ONE BOX FOR EACH ITEM.)

	Doesn't Do	Does Less	Same or Not Affected by Program	Does More
a. Read or look at comics or funnies	☐	☐	☐	☐
b. Ask parents to buy records	☐	☐	☐	☐
c. (If child is in school) Ask parents to help with school work	☐	☐	☐	☐
d. Read or look at magazines or newspapers	☐	☐	☐	☐
e. Do artwork or crafts	☐	☐	☐	☐
f. Ask parents for newspapers, magazines or comics	☐	☐	☐	☐
g. Listen to records	☐	☐	☐	☐
h. Ask parents for books	☐	☐	☐	☐
i. Listen to the radio	☐	☐	☐	☐
j. Watch educational TV (for example, Sesame Street)	☐	☐	☐	☐
k. Any other activity (PLEASE DESCRIBE: ______________________)	☐	☐	☐	☐
l. Any other activity (PLEASE DESCRIBE: ______________________)	☐	☐	☐	☐

16. Since going to the program, does your child spend less, the same or more time playing with other children? (PLEASE CHECK ONE. IF SAME, PLEASE GO TO QUESTION 18.)

___(1) Less
___(2) Same
___(3) More

17. To what degree has going to the program influenced the amount of time your child spends playing with other children? (PLEASE CHECK ONE)

___(1) None
___(2) Some
___(3) Much
___(4) Don't know

18. Since going to the program, does your child spend less, the same or more time watching television? (PLEASE CHECK ONE. IF SAME, PLEASE GO TO QUESTION 20.)

___(1) Less
___(2) Same
___(3) More

19. To what degree has going to the program influenced the amount of time your child spends watching television? (PLEASE CHECK ONE)

___(1) None
___(2) Some
___(3) Much
___(4) Don't know

20. Since going to the program, does your child spend less, the same, or more time reading or looking at books? (PLEASE CHECK ONE. IF SAME, PLEASE GO TO QUESTION 22.)

___(1) Less
___(2) Same
___(3) More

21. To what degree has the program influenced the amount of time your child spends reading or looking at books? (PLEASE CHECK ONE)

___(1) None
___(2) Some
___(3) Much
___(4) Don't know

22. AS A RESULT OF the program, does your child want to go more often or less often than before to the following places? (PLEASE CHECK ONE BOX FOR EACH ITEM)

	Doesn't Want To Go	Wants To Go Less Often	Same or Not Affected by Program	Wants To Go More Often
a. Movies and films	☐	☐	☐	☐
b. Libraries	☐	☐	☐	☐
c. Clubs (including Scouts, 4H)	☐	☐	☐	☐
d. Puppet shows, plays, children's concerts	☐	☐	☐	☐
e. Neighborhood centers, Y, etc.	☐	☐	☐	☐
f. Zoo or aquarium	☐	☐	☐	☐
g. Art, music, dance, other lessons	☐	☐	☐	☐
h. Sports teams and lessons	☐	☐	☐	☐
i. Other library programs	☐	☐	☐	☐
j. Any other place (PLEASE DESCRIBE: ______________________________)	☐	☐	☐	☐
k. Any other place (PLEASE DESCRIBE: ______________________________)	☐	☐	☐	☐

23. AS A RESULT OF GOING TO the program, is your child able to do each of the following worse, better, or about the same as before? (PLEASE CHECK ONE BOX FOR EACH ITEM)

	Cannot Do Yet	Worse	Same or Not Affected by Program	Better
a. Reading	☐	☐	☐	☐
b. Printing or writing	☐	☐	☐	☐
c. Understanding what he reads or hears	☐	☐	☐	☐
d. Making himself understood to other people besides yourself	☐	☐	☐	☐
e. Doing well in school (or in getting prepared to go)	☐	☐	☐	☐
f. Getting along with other children	☐	☐	☐	☐
g. Getting along with adults	☐	☐	☐	☐
h. Behaving	☐	☐	☐	☐
i. Following directions	☐	☐	☐	☐

24. AS A RESULT OF GOING TO the program, does your child do each of the following worse, better or about the same as before? (PLEASE CHECK ONE BOX FOR EACH ITEM)

	Cannot Do Yet	Worse	Same or Not Affected by Program	Better
a. To count to 10	☐	☐	☐	☐
b. To say the alphabet	☐	☐	☐	☐
c. To know the names of colors	☐	☐	☐	☐
d. To read a sentence by himself	☐	☐	☐	☐
e. To sound out new words without help	☐	☐	☐	☐
f. To spell simple words	☐	☐	☐	☐
g. To write or print his name	☐	☐	☐	☐
h. To know his own address	☐	☐	☐	☐
i. To write or print a sentence	☐	☐	☐	☐
j. To explain better to others the things which he sees or reads	☐	☐	☐	☐
k. To recognize isolated letters --not in alphabetical sequence	☐	☐	☐	☐
l. Any other skill (PLEASE DESCRIBE: ______________________________)	☐	☐	☐	☐
m. Any other skill (PLEASE DESCRIBE: ______________________________)	☐	☐	☐	☐

25. How often did your child look through (or read) books or other reading materials before he began going to the program? (PLEASE CHECK ONE)

___(1) At least once a day
___(2) Almost once a day
___(3) Once a week or more
___(4) Once a month or more
___(5) Less than once a month
___(6) Never

26. How often does your child look through (or read) books or other reading materials now? (PLEASE CHECK ONE)

___(1) At least once a day
___(2) Almost once a day
___(3) Once a week or more
___(4) Once a month or more
___(5) Less than once a month
___(6) Never

27. About how many books, if any, are there in your home?

____

28. On the average, about how many hours a day does your child watch TV?

_________ hours a day

29. AS A RESULT OF YOUR CHILD'S GOING TO the program, have you done any of the following things? (PLEASE CHECK ONE BOX FOR EACH ITEM)

	No	Yes
a. Used the library more	☐	☐
b. Read more	☐	☐
c. Bought more books	☐	☐
d. Learned more about child care, education, etc.	☐	☐
e. Learned more about what's going on at the library	☐	☐
f. Learned more about things going on in the community	☐	☐
g. Begun taking courses or lessons	☐	☐
h. Joined a book club	☐	☐
i. Joined another library program	☐	☐
j. Started watching educational TV or watched it more	☐	☐
k. Bought any special books or toys for your child (like children's encyclopedias, records)	☐	☐
l. Become more interested in reading books on child care, education, and so on	☐	☐
m. Wanted to get your child more interested in reading	☐	☐
n. Become more interested in library events	☐	☐
o. Any other effect (PLEASE DESCRIBE: ______________________________)	☐	☐
p. Any other effect (PLEASE DESCRIBE: ______________________________)	☐	☐

29.1. Have you gotten what you wanted to get out of the program yourself?

___(1) Yes
___(2) No

Please explain: ______________________________

____

____

29.2. As a result of going to the program have you done any of the following more, less, or the same as before? (PLEASE CHECK ONE BOX FOR EACH ITEM)

	Don't Do	Do Less	Same or Not Affected by Program	Do More
a. Read magazines and newspapers	☐	☐	☐	☐
b. Do art work (painting, crafts, needlework, etc.)	☐	☐	☐	☐
c. Do work on hobbies	☐	☐	☐	☐
d. Listen to music, records	☐	☐	☐	☐
e. Participate in community affairs	☐	☐	☐	☐
f. Participate in discussions	☐	☐	☐	☐
g. Go to movies	☐	☐	☐	☐
h. Go to concerts (rock, classical, folk, ballet, etc.)	☐	☐	☐	☐
i. Go to club or organization meetings	☐	☐	☐	☐
j. Go to bookstores or stores which sell books	☐	☐	☐	☐
k. Go to lectures	☐	☐	☐	☐
l. Go to political speeches, rallies, or meetings	☐	☐	☐	☐
m. Go to museums	☐	☐	☐	☐
n. Go to neighborhood centers (Y, community center, etc.)	☐	☐	☐	☐

30. How many books, if any, have you read in the last two months? (PLEASE CHECK ONE)

___(1) None
___(2) 1-2 books
___(3) 3-4 books
___(4) 5-8 books
___(5) Over 8 books

31. How often, if at all, do you now use a public library? (PLEASE CHECK ONE)

___(1) Less than once a year
___(2) Once a year or so
___(3) Once every six months or so
___(4) Once a month or so
___(5) Once a week or so
___(6) Twice a week or more

32. When you use the public library, what do you do there now? (PLEASE CHECK AS MANY AS APPLY)

___(1) Study or do homework
___(2) Bring or pick up children
___(3) Participate in a library program
___(4) Check out books, magazines, records or games
___(5) Attend a meeting
___(6) Get information from reference materials or read in the library
___(7) Browse
___(8) Socialize with friends
___(9) Use audiovisual materials--records, games, films
___(10) Get help with some problem
___(11) Ask the librarian to explain printed material
___(12) Pick up a film or book list, pamphlets or a calendar of community and library events
___(13) Other (PLEASE SPECIFY: ______________________________

____)

33. In what way, if any, has your use of the library changed since your child began going to the program?

____

____

____

34. Have any of your other children gone to the program? (PLEASE CHECK ONE)

___(1) Yes
___(2) No, I have no other children
___(3) No, I have no other children the right age for this program
___(4) No, none of my other children have gone to the program

35. Do you plan to have any of your other children go to the program in the future? (PLEASE CHECK ONE)
___(1) Yes, I do
___(2) No, I have no other children who will be the right age for this program
___(3) No

36. Have you recommended the program to anyone? (PLEASE CHECK ONE)

___(1) Yes
___(2) No

THE QUESTIONS BELOW ARE OPTIONAL. HOWEVER, WE WOULD VERY MUCH APPRECIATE YOUR ANSWERING THEM.

37. Sex

___(1) Female
___(2) Male

38. How old are you?

___(1) Under 21
___(2) 21-30
___(3) 31-40
___(4) 41-50
___(5) 51-60
___(6) Over 60

39. What is your racial or ethnic background?

___(1) Black (Negro)
___(2) Spanish-surnamed American
___(3) White (Caucasian) other than Spanish-surnamed American
___(4) American Indian
___(5) Oriental
___(6) Other (PLEASE SPECIFY ______________________________)

40. What is your current job, if any?

___(1) None; no job at present
___(2) Technical--such as draftsman, medical technician
___(3) Official--manufacturer, banker, government official, executive
___(4) Manager--of sales, store, factory, office
___(5) Operative or Factory Worker
___(6) Clerical Worker--such as sales or office clerk, teller, bookkeeper
___(7) Service Worker--such as barber, waiter
___(8) Salesman or Saleswoman
___(9) Farm or Ranch Manager or Owner
___(10) Paraprofessional--teacher's aide, library aide, medical aide
___(11) Workman or Laborer--mine worker, fisherman, longshoreman, truckdriver
___(12) Professional--artist, doctor, engineer, lawyer, librarian, scientist
___(13) Craftsman or Foreman--carpenter, plumber, electrician, mason
___(14) At home--housewife, etc.
___(15) Student
___(16) Other (PLEASE DESCRIBE: ______________________________)

41. If married, what is the occupation of your spouse?

___(1) None; no job at present
___(2) Technical--such as draftsman, medical technician
___(3) Official--manufacturer, banker, government official, executive
___(4) Manager--of sales, store, factory, office
___(5) Operative or Factory Worker
___(6) Clerical Worker--such as sales or office clerk, teller, bookkeeper
___(7) Service Worker--such as barber, waiter
___(8) Salesman or Saleswoman
___(9) Farm or Ranch Manager or Owner
___(10) Paraprofessional--teacher's aide, library aide, medical aide
___(11) Workman or Laborer--mine worker, fisherman, longshoreman, truckdriver
___(12) Professional--artist, doctor, engineer, lawyer, librarian, scientist
___(13) Craftsman or Foreman--carpenter, plumber, electrician, mason
___(14) At home--housewife, etc.
___(15) Student
___(16) Other (PLEASE DESCRIBE: ________________________________)

42. What is your approximate family income?

___(1) 0-$2,999
___(2) $3,000-$4,999
___(3) $5,000-$9,999
___(4) $10,000-$24,999
___(5) $25,000 or over

43. How far have you gone in school?

___(1) Under 5th grade
___(2) 5th-6th grade
___(3) 7th-9th grade
___(4) 10th-11th grade
___(5) High school graduate
___(6) Vocational training
___(7) Some college
___(8) College graduate
___(9) Graduate school
___(10) Graduate degree

44. What language is spoken in your home?

___(1) English
___(2) English and another language. (What other language? ____________)
___(3) No English. (What language is spoken? _________________)

45. Thank you for taking the time to answer these questions about the program. If you have any other comments or opinions about the program which we have not covered in our questions, please feel free to state them here.

Program Identification Sheet

ID # ______________________________

Card # ____________________________

Program # _________________________

Interviewer # _____________________

Date ______________________________
Month Year

Place of Interview ________________
ML BL OL H O

Admin _____________________________
o w

Stat ______________________________
PP HP G O

APPENDIX C

DATA COLLECTION INSTRUMENTS

5. OLDER SCHOOL AGE
COMMUNICATIONS SURVEY

OE 3151-3

OMB No. 51S71023
Approval expires Dec. 1971

OLDER SCHOOL AGE COMMUNICATIONS SURVEY

Barss, Reitzel and Associates, Inc.
133 Mount Auburn Street
Cambridge, Massachusetts 02138

C-5-3

1. How old are you?

__________ years old

2. What sex are you? (CHECK ONE)

_____(1) A girl
_____(2) A boy

3. What grade in school are you in?

_______________ grade

4. What is the name of your school?

____

5. What are you? (CHECK ONE)

_____(1) Black (Negro)
_____(2) Spanish-surnamed American
_____(3) White
_____(4) American Indian
_____(5) Oriental
_____(6) Other (What? ____)

6. What language do you usually speak at home? (CHECK ONE)

_____(1) English
_____(2) English and another language. (What other language? _______________)
_____(3) No English is spoken. (What language is spoken? _________________)

7. When did you first attend the program?

_________ Month _________ Year

8. About how often do you go to the program? (CHECK ONE)

_____(1) Once a year
_____(2) Two or three times a year
_____(3) Once a month
_____(4) Once a week
_____(5) Twice a week or more

9. About how many times have you gone to the program?

____________________________ times

10. Which events did you attend this year?

____

____

11. How did you find out about the program? (CHECK ONE)

____(1) Friend told me
____(2) Parents told me
____(3) Librarian or notice in library
____(4) Teacher or notice in school
____(5) Other (What? ______________________________)

12. Why did you begin going to the program?

____

____

____

13. Have you gotten what you wanted out of the program? (CHECK ONE)

____(1) Yes
____(2) No

14. What do you like best about the program?

____

____

____

15. What don't you like about the program?

____

____

____

16. Has the program made you do these more, the same, or less than before? (Circle MORE, SAME, or LESS)

a. Like to read	MORE	SAME	LESS
b. Feel grown up	MORE	SAME	LESS
c. Like school	MORE	SAME	LESS
d. Want to learn new things	MORE	SAME	LESS
e. Like the library	MORE	SAME	LESS
f. Want to find out about the world around your	MORE	SAME	LESS

17. Has the program made you do these activities more, the same, or less than before? (Circle MORE, SAME, or LESS)

a.	Read newspapers	MORE	SAME	LESS
b.	Help others with school work	MORE	SAME	LESS
c.	Read magazines	MORE	SAME	LESS
d.	Watch TV	MORE	SAME	LESS
e.	Do artwork or crafts	MORE	SAME	LESS
f.	Write letters or stories	MORE	SAME	LESS
g.	Play an instrument or sing	MORE	SAME	LESS
h.	Read books	MORE	SAME	LESS
i.	Watch educational TV	MORE	SAME	LESS
j.	Act in plays	MORE	SAME	LESS
k.	Listen to records	MORE	SAME	LESS
l.	Finish the books you start	MORE	SAME	LESS
m.	Like music	MORE	SAME	LESS
n.	Use the school library	MORE	SAME	LESS
o.	Use the public library	MORE	SAME	LESS

18. What other things, if any, has the program made you do more often or less often?

MORE OFTEN: ______________________________

____

LESS OFTEN: ______________________________

____

19. Has the program made you go to any of these places more, the same, or less than before? (Circle MORE, SAME, or LESS)

a. Movies	MORE	SAME	LESS
b. Museums	MORE	SAME	LESS
c. School library	MORE	SAME	LESS
d. Clubs or other groups	MORE	SAME	LESS
e. Historical places	MORE	SAME	LESS
f. Concerts	MORE	SAME	LESS
g. Plays	MORE	SAME	LESS
h. Special events at the library	MORE	SAME	LESS
i. Art exhibits	MORE	SAME	LESS
j. Sports events	MORE	SAME	LESS
k. Bookstores or stores that sell books	MORE	SAME	LESS
l. Zoo or aquarium	MORE	SAME	LESS
m. Public libraries	MORE	SAME	LESS

20. What other places, if any, do you go to more or less often because of the program?

MORE OFTEN: ____

____

LESS OFTEN: ____

____

21. How well do you do the things below because of the program? (Circle BETTER, SAME, or WORSE)

a. Write letter, compositions, and so on	BETTER	SAME	WORSE
b. Understand what you read	BETTER	SAME	WORSE
c. Express yourself in front of others	BETTER	SAME	WORSE
d. Find interesting things to do	BETTER	SAME	WORSE
e. Do well in school	BETTER	SAME	WORSE

22. What new kinds of books, if any, are you reading because of the program? (CHECK AS MANY AS APPLY. IF NONE, PLEASE GO TO QUESTION 24.)

___(1) None
___(2) Books about famous people
___(3) Books about sports
___(4) Books that tell you how to do things
___(5) Fairy tales
___(6) Mystery books
___(7) Poetry
___(8) History books
___(9) Books about space
___(10) Books about animals
___(11) Books about places
___(12) Comic books
___(13) Classics
___(14) Humor books
___(15) Science fiction
___(16) Romance books
___(17) Career books
___(18) Books about life

23. How much of a part has the program played in getting you to read the new kinds of books you named?

___(1) None
___(2) Some
___(3) Much

24. What new magazines, if any, are you reading since you began going to the program? (IF NONE, PLEASE GO TO QUESTION 26.)

____

____

____

25. How much of a part has the program played in getting you to read new magazines?

___(1) None
___(2) Some
___(3) Much

26. What groups or clubs, if any, do you belong to since you began going to the program? (IF NONE, PLEASE GO TO QUESTION 28.)

____

____

____

27. How much of a part has the program played in getting you to join new groups or clubs?

___(1) None
___(2) Some
___(3) Much

28. What other groups or clubs, if any, do you belong to?

____

____

____

29. What lessons or classes, if any, have you started taking since you began going to the program? (IF NONE, PLEASE GO TO QUESTION 31.

30. How much of a part has the program played in getting you to take these lessons or classes?

___(1) None
___(2) Some
___(3) Much

31. What other lessons or classes if any, do you take?

32. Did you learn any of the things below from the program? (Circle YES or NO)

a. How to use a card catalog	YES	NO
b. How to look up a word in the dictionary	YES	NO
c. How to use Reader's Guide to Periodical Literature	YES	NO
d. How to use an encyclopedia	YES	NO
e. Where to look for answers to different kinds of questions	YES	NO
f. How to use an almanac	YES	NO
g. How to find places on a globe or map	YES	NO

33. Did you tell any of your friends to go to the library program? (CHECK ONE)

____(1) Yes
____(2) No

Thank you for your help. If you want to tell us anything else about the program, please do so below.

PLEASE LEAVE THIS PAGE BLANK

Program Identification Sheet

ID # ______________________________

Card # ____________________________

Program # _________________________

Interviewer # _____________________

Date ______________________________
Month Year

Place of Interview ________________
ML BL OL H O

Admin _____________________________
o w

Stat ______________________________
PP HP G O

APPENDIX C

DATA COLLECTION INSTRUMENTS

6. YOUNG ADULT/ADULT COMMUNICATIONS SURVEY

OE 3151-4

OMB # 51S71023
Approval expires Dec. 1971

YOUNG ADULT/ADULT COMMUNICATIONS SURVEY

We are making a national study of libraries and library programs for the United States Office of Education. This is being done to help libraries improve the programs they already have and to get them interested in starting good new programs. We would like you to help us by answering some questions about the ______________________________ and the way it has affected you.

Thank you for your help.

Barss, Reitzel and Associates, Inc.
133 Mount Auburn Street
Cambridge, Massachusetts 02138

1. About how long have you been going to the program?

__________ Years ________ Months

2. About how often do you go to the program? (PLEASE CHECK ONE)

___(1) Once a year
___(2) Two or three times a year
___(3) Once a month
___(4) Once a wekk
___(5) Twice a week or more

3. About how many program events did you attend this year? ________________

4. Which program events did you attend? ______________________________

____

5. How did you find out about the program? (CHECK AS MANY AS APPLY)

___(1) Friend told me
___(2) Radio or TV
___(3) Librarian or notice posted in library
___(4) Newspaper
___(5) Other (PLEASE DESCRIBE: ______________________________

____)

6. Why did you begin going to the program? ________________________

____

____

7. have you gotten what you wanted out of the program? (PLEASE CHECK ONE)

___(1) Yes
___(2) No (Why not? ____________________________________

____

____)

8. What do you like best about the program?

____

____

____

9. What do you dislike about the program?

____

____

____

10. Since you began going to the program, you may be doing each of the following activities less, the same, or more than before. If you don't do the activity, answer DON'T DO. If the program has brought about a change, answer MORE or LESS. If there has been no change or if the change is not due to the program, answer SAME OR NOT AFFECTED BY PROGRAM.

(PLEASE CHECK ONE BOX FOR EACH ACTIVITY.)

	Don't Do	Do Less	Same or Not Affected by Program	Do More
a. Listen to records	☐	☐	☐	☐
b. Buy records	☐	☐	☐	☐
c. Read books	☐	☐	☐	☐
d. Read newspapers	☐	☐	☐	☐
e. Read magazines	☐	☐	☐	☐
f. Buy reading matter like magazines, books, newspapers	☐	☐	☐	☐
g. Watch television	☐	☐	☐	☐
h. Watch the educational TV channel	☐	☐	☐	☐
i. Do artwork (painting, crafts, needlework)	☐	☐	☐	☐
j. Write letters or stories	☐	☐	☐	☐
k. Help other people with school work	☐	☐	☐	☐
l. Sing or play a musical instrument	☐	☐	☐	☐
m. Listen to the radio	☐	☐	☐	☐
n. Read reviews of movies, plays, books, TV programs, and so on	☐	☐	☐	☐
o. Finish the books you start	☐	☐	☐	☐
p. Act in or work on plays	☐	☐	☐	☐
q. Participate in group discussions	☐	☐	☐	☐
r. Any other activity not listed above (PLEASE DESCRIBE: ______________________________)	☐	☐	☐	☐
s. Any other activity (PLEASE DESCRIBE: ______________________________)	☐	☐	☐	☐

11. Since you began going to the program, you may be going to each of the following places less, the same or more than before. If you don't go to the place, answer DON'T GO. If the program has brought about a change, answer MORE or LESS. If there has been no change or if the change is not due to the program, answer SAME OR NOT AFFECTED BY PROGRAM.

(PLEASE CHECK ONE BOX FOR EACH PLACE.)

	Don't Go	Go Less	Same or Not Affected by Program	Go More
a. Movies	☐	☐	☐	☐
b. Museums	☐	☐	☐	☐
c. Libraries	☐	☐	☐	☐
d. Club or organizational meetings	☐	☐	☐	☐
e. Historical places	☐	☐	☐	☐
f. Concerts (rock, classical, folk, ballets, and so on)	☐	☐	☐	☐
g. Political speeches, meetings, or rallies	☐	☐	☐	☐
h. Plays	☐	☐	☐	☐
i. Library special events	☐	☐	☐	☐
j. Art exhibits	☐	☐	☐	☐
k. Sports events	☐	☐	☐	☐
l. Bookstores or stores that sell books	☐	☐	☐	☐
m. Lectures	☐	☐	☐	☐
n. Neighborhood centers (Y, community center)	☐	☐	☐	☐
o. Any other place not mentioned above (PLEASE DESCRIBE: ________________)	☐	☐	☐	☐
p. Any other place (PLEASE DESCRIBE: ________________ ________________)	☐	☐	☐	☐

12. Since you began going to the program, you may be able to do each of the following worse, the same, or better than before. If you cannot or don't do the activity, answer DON'T DO. If the program has brought about a change, answer WORSE or BETTER. If there has been no change or if the change is not due to the program, answer SAME OR NOT AFFECTED BY PROGRAM.

(PLEASE CHECK ONE BOX FOR EACH ACTIVITY.)

	Don't Do	Do Worse	Same or Not Affected by Program	Do Better
a. Write letters, reports, essays, and so on	☐	☐	☐	☐
b. Know where to get the information you need	☐	☐	☐	☐
c. Appreciate music	☐	☐	☐	☐
d. Know the contents of various magazines	☐	☐	☐	☐
e. Know what's going on in your community	☐	☐	☐	☐
f. Do well in school (if you are in school)	☐	☐	☐	☐
g. Know how to use library	☐	☐	☐	☐
h. Be critical of what you read	☐	☐	☐	☐
i. Understand what you read	☐	☐	☐	☐
j. Fill out different kinds of forms, like tax and medical forms	☐	☐	☐	☐
k. Any other skill (PLEASE DESCRIBE: ________________________________)	☐	☐	☐	☐
l. Any other skill (PLEASE DESCRIBE: ________________________________)	☐	☐	☐	☐

ORAL QUESTIONNAIRE

13. Have you done any of the following activities since you began going to the program? Answer either: DID AS A RESULT OF PROGRAM or DID BUT NOT AS RESULT OF PROGRAM. If you did the activity before going to the program, answer DID BEFORE GOING TO PROGRAM. If you have not done the activity, answer HAVE NOT DONE.

(PLEASE CHECK ONE BOX FOR EACH ACTIVITY.)

	Have Not Done	Did Before Going to Program	Did But Not as Result of Program	Did As Result of Program
a. Get your first library card?	☐	☐	☐	☐
b. Read your first book?	☐	☐	☐	☐
c. First buy a paperback or hard-cover book?	☐	☐	☐	☐
d. Register to vote for the first time?	☐	☐	☐	☐
e. Get your first driver's license?	☐	☐	☐	☐
f. Open your first checking, savings, or bank account?	☐	☐	☐	☐
g. First send letters or cards to friends?	☐	☐	☐	☐
h. First fill out your own income tax form?	☐	☐	☐	☐
i. Read or use a cookbook, child care book, or other home reference book for the first time?	☐	☐	☐	☐
j. First buy a cookbook, child care book, or other home reference book?	☐	☐	☐	☐
k. Read or use a dictionary, almanac, or encyclopedia for the first time?	☐	☐	☐	☐
l. First buy a dictionary, almanac, or encyclopedia?	☐	☐	☐	☐
m. Get a good job for the first time?	☐	☐	☐	☐

WRITTEN QUESTIONNAIRE

13. Since you began going to the program, you may be using the following materials less, the same, or more than before. If you don't use the material, answer DON'T USE. If the program has brought about a change, answer MORE or LESS. If there has been no change or if the change is not due to the program, answer SAME OR NOT AFFECTED BY PROGRAM.

(PLEASE CHECK ONE BOX FOR EACH MATERIAL.)

	Don't Use	Use Less	Same or Not Affected by Program	Use More
a. Medical reference books	☐	☐	☐	☐
b. Card catalogs	☐	☐	☐	☐
c. Consumer guides	☐	☐	☐	☐
d. Dictionaries	☐	☐	☐	☐
e. Cookbooks	☐	☐	☐	☐
f. Child care books	☐	☐	☐	☐
g. Encyclopedias	☐	☐	☐	☐
h. Almanacs	☐	☐	☐	☐
i. Maps	☐	☐	☐	☐
j. Reader's Guide to Periodical Literature	☐	☐	☐	☐

14. Do you do these things less, the same or more than before you began going to the program? (PLEASE CHECK THE ONE BOX IN COLUMN A WHICH BEST DESCRIBES HOW MUCH YOU DO EACH THING.)

If there has been a change, to what degree was it a result of your experience in the program? (PLEASE CHECK THE ONE BOX IN COLUMN B WHICH BEST DESCRIBES THE INFLUENCE OF THE PROGRAM. IF THERE HAS BEEN NO CHANGE, PLEASE LEAVE COLUMN B BLANK.)

	A Frequency				B (If Change) Influence of Program		
	Don't Do	Less	Same	More	None or Don't Know	Some	Much
a. Like to read	☐	☐	☐	☐	☐	☐	☐
b. Feel good about yourself as a person	☐	☐	☐	☐	☐	☐	☐
c. Want to learn new things	☐	☐	☐	☐	☐	☐	☐
d. Like the library	☐	☐	☐	☐	☐	☐	☐
e. Want to take lessons or courses	☐	☐	☐	☐	☐	☐	☐
f. Be interested in the news	☐	☐	☐	☐	☐	☐	☐

15. What new kinds of things, if any, are you reading since you began going to the program? (For example, art magazines, *Life* magazine, science fiction books, and so on IF NONE, PLEASE GO TO QUESTION 17.)

____

____

16. If you are reading new kinds of things, to what degree was it a result of your experience in the program? (IF READING NEW THINGS, PLEASE CHECK ONE)

___(1) None
___(2) Some
___(3) Much

17. What classes, clubs, organizations, or other such things, if any, have you joined or started going to since you began going to the program? (For example, book clubs, guitar lessons, and so on. IF NONE, PLEASE GO TO QUESTION 19.)

____

____

18. If you have joined new activities, classes or clubs, to what degree was it a result of your experience in the program? (IF JOINED, PLEASE CHECK ONE)

___(1) None
___(2) Some
___(3) Much

19. What new things, if any, on television, movies, or records interest you since you began going to the program? (IF NONE, PLEASE GO TO QUESTION 21.)

____

____

20. If you are interested in new things on television, movies or records, to what degree was it a result of your experience in the program? (IF INTERESTED IN NEW THINGS, PLEASE CHECK ONE)

___(1) None
___(2) Some
___(3) Much

21. How many books, if any, have you read in the past two months? (PLEASE CHECK ONE)

___(1) None
___(2) 1-2 books
___(3) 3-4 books
___(4) 5-8 books
___(5) Over 8 books

22. How often do you now use a public library? (PLEASE CHECK ONE)

___(1) Less than once a year
___(2) Once a year
___(3) Two or three times a year
___(4) Once a month
___(5) Once a week
___(6) Twice a week or more

23. How often did you use a public library before you began going to the program? (PLEASE CHECK ONE)

___(1) Less than once a year
___(2) Once a year
___(3) Two or three times a year
___(4) Once a month
___(5) Once a week
___(6) Twice a week or more

24. When you use the public library now, what do you do there? (PLEASE CHECK AS MANY AS APPLY)

___(1) Check out books, magazines or other reading materials
___(2) Check out records, films, tapes, or other non-reading materials
___(3) Use books, reference materials, magazines, or other reading materials in the library
___(4) Use non-reading audiovisual materials like records, films, tapes, or games
___(5) Pick up a film or book list, pamphlets, or a calendar of community or library events
___(6) Browse
___(7) Study or do homework
___(8) Ask the librarian to explain or locate printed or reading materials
___(9) Get help with some problem
___(10) Socialize with friends
___(11) Participate in a library program
___(12) Attend a meeting
___(13) Bring or pick up children
___(14) Other (PLEASE DESCRIBE: ____

____)

25. In what way, if any, has your use of the library changed since you began going to the program?

____

____

____

26. Have you recommended the program to anyone else? (PLEASE CHECK ONE)
_____(1) No
_____(2) Yes

27. Have you gotten anyone else to go to the program? (PLEASE CHECK ONE)

_____(1) No
_____(2) Yes

THE QUESTIONS BELOW ARE OPTIONAL. HOWEVER, WE WOULD VERY MUCH APPRECIATE YOUR ANSWERING THEM.

28. Sex

_____(1) Female
_____(2) Male

29. How old are you?

_____(1) Under 21
_____(2) 21-30
_____(3) 31-40
_____(4) 41-50
_____(5) 51-60
_____(6) Over 60

30. What is your racial or ethnic background?

_____(1) Black (Negro)
_____(2) Spanish-surnamed American
_____(3) White (Caucasian) other than Spanish-surnamed American
_____(4) American Indian
_____(5) Oriental
_____(6) Other (PLEASE SPECIFY: ______________________)

31. What is your current job, if any?

_____(1) None; no job at present
_____(2) Technical--such as draftsman, medical technician
_____(3) Official--manufacturer, banker, government official, executive
_____(4) Manager--of sales, store, factory, office
_____(5) Operative or Factory Worker
_____(6) Clerical Worker--such as sales or office clerk, teller, bookkeeper
_____(7) Service Worker--such as barber, waiter
_____(8) Salesman or Saleswoman
_____(9) Farm or Ranch Manager or Owner
_____(10) Paraprofessional--teacher's aide, library aide, medical aide
_____(11) Workman or Laborer--mine worker, fisherman, longshoreman, truckdriver
_____(12) Professional--artist, doctor, engineer, lawyer, librarian, scientist
_____(13) Craftsman or Foreman--carpenter, plumber, electrician, mason
_____(14) At home--housewife, etc.
_____(15) Student
_____(16) Other (PLEASE DESCRIBE: ______________________________)

32. If married, what is the occupation of your spouse?

_____(1) None; no job at present
_____(2) Technical--such as draftsman, medical technician
_____(3) Official--manufacturer, banker, government official, executive
_____(4) Manager--of sales, store, factory, office
_____(5) Operative or Factory Worker
_____(6) Clerical Worker--such as sales or office clerk, teller, bookkeeper
_____(7) Service Worker--such as barber, waiter
_____(8) Salesman or Saleswoman
_____(9) Farm or Ranch Manager or Owner
_____(10) Paraprofessional--teacher's aide, library aide, medical aide
_____(11) Workman or Laborer--mine worker, fisherman, longshoreman, truckdriver
_____(12) Professional--artist, doctor, engineer, lawyer, librarian, scientist
_____(13) Craftsman or Foreman--carpenter, plumber, electrician, mason
_____(14) At home--housewife, etc.
_____(15) Student
_____(16) Other (PLEASE DESCRIBE: ______________________________)

33. What is your approximate family income?

_____(1) 0-$2,999
_____(2) $3,000-$4,999
_____(3) $5,000-$9,999
_____(4) $10,000-$24,999
_____(5) $25,000 or over

34. How far have you gone in school?

_____(1) Under 5th grade
_____(2) 5th-6th grade
_____(3) 7th-9th grade
_____(4) 10th-11th grade
_____(5) High school graduate
_____(6) Vocational training
_____(7) Some college
_____(8) College graduate
_____(9) Graduate school
_____(10) Graduate degree

35. Are you now in school?

_____(1) No
_____(2) Yes; what school? ______________________________

36. What language is spoken in your home?

_____(1) English
_____(2) English and another language. (What other language?__________)
_____(3) No English. (What language is spoken?__________________)

37. Thank you for taking the time to answer these questions about the program. If you have any other comments or opinions about the program which we have not covered in our questions, please feel free to state them here.

____

____

____

____

____

____

PLEASE LEAVE THIS PAGE BLANK

Program Identification Sheet

ID # ____________________

Card # ____________________

Program # ____________________

Interviewer # ____________________

Date ____________________
Month Year

Place of Interview ____________________
ML BL OL H O

Admin ____________________
o w

Stat ____________________
PP HP G O

APPENDIX D

SAMPLING OF PROGRAM PARTICIPANTS

The goal of the sampling procedure was to interview a total of at least 50 past or present participants at each program who were representative of the total of present and former participants. Where potential respondents were judged unable to complete written surveys, the TransCentury Corporation conducted oral interviews with the respondents. Sampling procedures can be categorized into five types along two dimensions: (1) availability of lists of the names of participants, and (2) the mobility and number of sites.

	Mobile	Multiple Fixed Sites	Single Fixed Sites
No List(s) of Participants	Type 1	Type 2	Type 3
List(s) of Participants		Type 4	Type 5

Type 1: Mobile/No List(s) of Participants

About one third of the 30 programs were centered around or were bookmobiles. These programs were in Atlanta, Freehold, Queens (Library-Go-Round), Detroit, Berkeley, San Jose, Fresno, Tulsa, and Dallas (Showmobile). Given the mobility and nature of bookmobile programs, sampling of program participants could not be accomplished from an existing list of participants nor could former users of the program (i.e., "graduates") be located without great expense. The sampling was accomplished in two stages.

First, B/R selected, with the help of the program director or other program personnel, bookmobile stops where users would be likely to furnish a sample representative of the service population. Where possible, all sites or stops were listed and described in terms of the age, race, and income/occupational level of regular participants. Interviewing was then scheduled for at least four sites, which together might be expected to provide proportionate representation of the user groups described. Thus, if a bookmobile regularly stopped at 10 sites, seven serving blacks and three serving whites, the four selected for sampling would include three serving black participants and one serving white participants. B/R field personnel communicated this background information about the sites to TC supervisors.

The size of the sample was initially set at 50 and increased during the project as it became apparent that 1,000 oral interviews would not have to be used throughout. Larger samples, where 75 participants were to be chosen, were utilized in Atlanta, Chicago, Freehold, Dallas (Showmobile), and Detroit. These programs served more diverse clientele and were visited relatively late in the field visit period.

The second step of the sampling process was the selection of participants at each site. If, for example, 40 percent of the participants were residents of housing projects, 40 percent of the total sample was to be selected at the housing projects in the sites where interviewing took place.

At each site a random selection of participants was made by the interviewers. After the completion of one interview, the next participant to enter the facility was interviewed, until the quota for the site was filled. TransCentury supplied a sufficient number of interviewers at each program to keep interviewing continually for three to five days.

Several types of problems modified this two-stage procedure. Many program directors had difficulty providing interviewers with a specification of sites with descriptions and expected numbers of participants. Even when this information was available, many factors altered its accuracy for the field visit period. For example, inclement weather and/or few participants forced the cancellation of some bookmobile stops; consequently, given the time and funding constraints, more participants had to be sampled at other stops. Other problems which modified the sampling procedure included the effects of program ending or changing schedules due to the end of the academic year, and the lack of a regular bookmobile stop schedule.

Type 2: Multiple Fixed Sites/No List(s) of Participants

The Kansas City, Chicago, and Richmond programs operated from several stationary or fixed sites. Participants were essentially library users and no lists of participants existed. Sampling was accomplished at three sites in Kansas City and at all four of the Chicago sites by TransCentury. B/R surveyed all participants present during the field visit at Richmond.

Type 3: Single Fixed Site/No List(s) of Participants

Sampling for programs in this category was accomplished in a one-stage process. The Oakland, Langston Hughes, and Muncie programs are essentially libraries and a random sample of participants was drawn over several days. The Oxon Hill and East Meadow programs involve series of events. All participants at an event were given surveys to be completed at the program.

Type 4: Multiple Fixed Sites/List(s) of Participants

Two-stage sampling was used at Green Bay and Dallas (Senior Adults Read). B/R identified the sample sites and TransCentury identified and interviewed individual participants. The Brooklyn-LSCA program presented a major difficulty, because the program serves preschool children through day care and Head Start centers. It was thought that parents would not be likely to know what special activities their children participated in, and would also be unable to differentiate between the effects of the preschool center program and those of the library program. The preschool teachers were therefore designated as the respondents. All of the 53 teachers whose classes were served by the library program were asked to complete a survey for one child, chosen on a random basis by B/R.

Type 5: Single Fixed Site/List(s) of Participants

All participants at single site programs were surveyed during B/R field visits if they could complete written surveys (Sheboygan, Sullivan, Neopit, Quartz Hill, Compton, Riverside, Orlando, and Amarillo). Those participants not in attendance on the day or night of the field visit were mailed written surveys. In Neopit, oral interviews were conducted by TC interviewers, who located a random sample of participants, chosen from the list of library card holders, at local gathering places and homes. Similarly, former participants or graduates of the Compton, Riverside, and Amarillo programs were mailed surveys. In Amarillo a random sample was necessary because of a large number of non-active participants.

At Brooklyn (Reading Improvement Program) and Lincoln Heights (English as a Second Language) a random sample of present and past participants was drawn. The interviewers then interviewed these participants at the program or at their homes.

Figure 1 summarizes the sampling design utilized at each of the 30 programs.

FIGURE 1

SUMMARY OF SAMPLING PROCEDURES AT THE 30 FIELD VISITED PROGRAMS

Program Location	Survey Administered	Method of Administration	No. of Sites	Place of Administration	Est. No. of Participants	Status of Participants	Sampling Procedure	Difficulties Encountered
Green Bay	PS (33)*	Written	10	Library (1)** Church (1)	575	Present (24) Graduates (9)†	None, all at site surveyed	Program for parents and preschoolers completed
Sheboygan	PS (69)	Written	1	Library, Mail	90	Present (69)	None, all at site, mail to absentees	None
Sullivan	PS (37)	Written	1	Library, Mail	50	Present (37)	None, all at site, mail to absentees	None
Brooklyn LSCA	PS (17)	Written	49	Mail	1,060	Present (17)	Random selection of one child per classroom	Reliance on teacher response, low response rate, end of project data collection period
Atlanta	PS (19), OSA (33), YA/A (7)	Oral	30	Mobile stops (9)	965	Present (59)	Consecutive at site until quota for site	Inconsistent schedule, low parent turnout
Freehold	PS (12), OSA (57)	Oral	16	Mobile stops (4)	820	Present (69)	Consecutive at site until quota for site	Regular program ending, school ending
Queens LGR	PS (50)	Oral	16	Mobile stops (6)	394	Present (50)	Consecutive at site until quota for site	None
Langston Hughes	PS (3), OSA (40), YA/A (9)	Oral	1	Library	30	Present (52)	Consecutive at site until quota for site	None

*Number of participants completing this survey.

**Number of this type of site sampled.

†Graduates include former participants.

FIGURE 1 (Cont'd)

SUMMARY OF SAMPLING PROCEDURES AT THE 30 FIELD VISITED PROGRAMS

Program Location	Survey Administered	Method of Administration	No. of Sites	Place of Administration	Est. No. of Participants	Status of Participants	Sampling Procedure	Difficulties Encountered
Richmond	OSA (30), YA/A (19)	Written	2	Library centers (2)	146	Present (49)	None, all at site	None
Muncie	OSA (4) YA/A (21)	Written	1	Library center (1)	178	Present (25)	None, all at site	Low attendance
Neopit	PS (7), OSA (37) YA/A (8)	Oral, Written	1	Library center (1) Meeting places (5)	45	Present (52)	Sample from list, all present	None
Quartz Hill	OSA (18)	Written	1	Ranch	10	Present (18)	None, all on list	None
Detroit	OSA (78)	Oral	21	Mobile stops	507	Present (78)	Consecutive at site until quota for site	None
Berkeley	PS (11), OSA (29), YA/A (9)	Oral	20	Parks (3)	1,070	Present (49)	Consecutive at site until quota for site	School and program ending
Kansas City	OSA (34), YA/A (15)	Oral	9	Apartment (1), Boys Club (1), GED Library Center (1)	1,040	Present (49)	Consecutive at site until quota for site	None
San Jose	YA/A (47)	Written	10	Continuation schools (2) Public high schools (2)	905	Present (47)	None, all at site	Refusal rate high
Compton	YA/A (14)	Written	1	Library, mail	23	Present (14)	None, all at site, mail to absentees	Low mail response
Oxon Hill	YA/A (46)	Written	1	Library	100	Present (46)	None, all at site	None
Riverside	YA/A (15)	Written	1	Library, mail	16	Present (13), Graduates (2)	None, all at site, mail to absentees	None

FIGURE 1 (Cont'd)

SUMMARY OF SAMPLING PROCEDURES AT THE 30 FIELD VISITED PROGRAMS

Program Location	Survey Administered	Method of Administration	No. of Sites	Place of Administration	Est. No. of Participants	Status of Participants	Sampling Procedure	Difficulties Encountered
Orlando	YA/A (14)	Written	1	Library	14	Present (14)	None, all at site	End of data collection period, no mail surveys
Amarillo	YA/A (23)	Written	2	Library, mail	106	Present (23)	All present at site, plus random sample of absentees	End of analysis period
East Meadow	YA/A (56)	Written	1	Library	114	Present (56)	None, all at site	Low attendance
Dallas (Seniors)	YA/A (70)	Oral	21	Retirement homes (6) Community center (1)	272	Present (70)	Random from lists at sites	Lists of participants inaccurate
Brooklyn Reading	YA/A (97)	Oral, Written	1	Library, home	267	Present (55), Graduates (42)	All at site, random from lists	None
Lincoln Heights	YA/A (53)	Oral	1	Library, home	25	Present (50), Graduates (3)	Random from lists	None
Oakland	OSA (27), YA/A (48)	Oral	1	Library	3,460	Present (75)	Consecutive at site until quota for site	None
Chicago	PS (19), OSA (32), YA/A (23)	Oral	4	Library centers (4)	1,315	Present (74)	Consecutive at site until quota for site	None
Fresno	OSA (31), YA/A (19)	Oral	30	Mobile stops (3)	1,500	Present (50)	Consecutive at site until quota for site	None
Tulsa	OSA (35), YA/A (15)	Oral	14	Mobile stops (6)	405	Present (50)	Consecutive at site until quota for site	None
Dallas Showmobile	PS (2), OSA (55), YA/A (18)	Oral	21	Mobile stops (7)	860	Present (75)	Consecutive at site until quota for site	None

APPENDIX E

PROGRAM CHARACTERISTICS

1. INELIGIBLE PROGRAMS

Program and Director	Library	Program Description & Reason for Ineligibility
Way Out Project: Bookmobile Service; Mrs. Joyce Sumbi, Field Coordinator	Los Angeles County Public Library, Huntington Park, California	The bookmobile is best of several programs in this large project serving black neighborhoods. The bookmobile goes to parks, recreation centers, door to door, etc. There are no regular participants.
Way Out Project; William S. Geller, Director	Los Angeles County Public Library, Los Angeles, California	This is the overall office for direction of the project. The above program is the black component of it. It is larger than a program.
Teen Posts; Mrs. Joanna Sutton, Federal Project Coordinator	Los Angeles Public Library, Los Angeles, California	Reaches teens who are non-library users through films, discussions, etc. Not sponsored by the library.
Culturally Disadvantaged Project; Mrs. Joanna Sutton, Federal Project Coordinator	Los Angeles Public Library, Los Angeles, California	A huge project for four areas of Los Angeles. Specific programs within this project were selected to contact.
Program for Functionally Illiterate Adults; Mrs. Correl	Pomona Public Library, Pomona, California	One-to-one tutoring for English as a second language. Library has no connection with program other than supplying space for meetings.
Take a 90 Minute Trip; Walter T. Johnston	Coastal Plain Regional Library, Tifton, Georgia	A one-time program on drug abuse. Library is no longer involved.
"The First Americans"; Marjorie Howe	Sioux City Public Library, Sioux City, Iowa	Book list of materials on American Indian. There were no "participants" involved.
ESO Reading Course; Mrs. Perkins	Louisiana State Library, Baton Rouge, Louisiana	Book lists and book reports for women's club. Program was not sponsored by the library.

Program and Director	Library	Program Description & Reason for Ineligibility
SHARE (So Handicapped All Read Easily)	Maine State Library, Augusta, Maine	Program used to promote Talking Books, large type books; target group is physically handicapped.
Film Distribution; Esther Gilman	Trails Regional Library, Warrensburg, Missouri	Training community leaders in use of library's films. No regular group of participants.
"Pre-Release Program"; Mrs. Gregor	New Mexico State Library, Sante Fe, New Mexico	A one-shot orientation lecture to former residents of state institutions.
LSCA Branch Program; Jomarjo Bowen	Countee Cullen Branch New York Public Library, New York, New York	Multi-facet branch library program. No one series of events is necessarily repeated.
Radio Story Hour: The Magic Candle; Mrs. Elizabeth Parmele	Robeson County Public Library, Lumberton, North Carolina	Story broadcasted on radio with songs. Participants unidentifiable.
Reader Development Program; John Axam	Free Library of Philadelphia, Philadelphia, Pennsylvania	Provides materials on nutrition, consumer's information for adults with grade school reading ability. Library does not work directly with participants, but through agencies.
Library Program; Emily Sanders	Charleston County Library, Charleston, South Carolina	Library does not run specific programs, though it has the usual services.
Looney-Zoo TV Program; Miss Ann Johnson	Memphis Public Library, Memphis, Tennessee	A 15-minute TV program of stories and poems. Participants unidentifiable.
Wonderful World of Books; Mrs. Jan Karpinski	Memphis Public Library, Memphis, Tennessee	Radio programs for adults. Participants are unidentifiable.
Adult Education Programs; Miss Maurine Gray	Tyrrell Public Library, Beaumont, Texas	Library tours for adult education classes. No continuing activities with regular participants.
Book Deposits; Mrs. Frances Stacy	Fort Worth Public Library, Fort Worth, Texas	Small libraries in day care and community centers; program participants are agencies rather than individuals.
Patients' Library	Brattleboro Retreat, Brattleboro, Vermont	Special library programs for mentally disturbed patients. Participants are handicapped.

Program and Director	Library	Program Description & Reason for Ineligibility
Orientation Sessions for MDTA Groups	Fletcher Free Library, Burlington, Vermont	One lecture on use of library for each new group of MDTA program participants. No regular participants in library program.
Adult Education Tours; Mrs. Tallishet	Alexandria Library, Alexandria, Virginia	Tours of library for adult education classes. Participants come only once to program.
Class and Group Visits; Maxine La Bounty	District of Columbia Public Library, Washington, D.C.	Elementary school classes visit library; participants come only once or twice.
Adult Basic Education Program; Nolan Neds	Milwaukee Public Library, Milwaukee, Wisconsin	Library's main responsibility is to buy materials and make them available to vocational schools. No activities involved.
Summer Vacation Reading Program; Mrs. Nancy R. Agnew	Wheeler Basin Regional Library, Decatur, Alabama	For ages 6 through 12. Summer program only.
A Ride on the Magic Carpet; Miss Ethel Peerson	Florence-Lauderdale Public Library, Florence, Alabama	Story hour for preschoolers. Program was not in operation long enough.
City of Trussville Sesquicentennial Reading Program; Mrs. Nellie Lightsey	Trussville Public Library, Trussville, Alabama	Summer reading program which is no longer in operation.
Treasure Island Reading Adventure; Mrs. Ostergren	Vestavia Hills Library & Emmet O'Neal Library, Vestavia Hills & Mountain Brook, Alabama	Ages 8 through 13; summer program only.
Community Service Organization for Youth; Mrs. Heidi Kaszycki	East Los Angeles Library, East Los Angeles, California	Program for young adults; summer only.
Operation Outreach; Mrs. Judith Keller	Santa Ana Public Library, Santa Ana, California	Outreach program; summer only.
Chicano Collection & Bilingual Storytelling; Miss Maria Nelly Fernandez	Union City Library, Union City, California	Bilingual storytelling in summer only. Collection involves no activities or regular participants.
El Numero Cinco; Henry G. Shearouse, Jr.	Denver Public Library, Denver, Colorado	Bookmobile for Spanish-American disadvantaged; summer only.

Program and Director	Library	Program Description & Reason for Ineligibility
Cooperative Summer Reading Program; Mrs. Evelyn S. Brewster	Denver Public Library, Denver, Colorado	Reading program for school age children; summer only.
Pilot Vacation Club	Library Commission, State of Delaware	Program for physically handicapped.
Florida Vacation Readers; Mrs. Marianne Hough	Florida State Library Tallahassee, Florida	Elementary school age; summer only.
Mission Possible; Peter Ahlstrom	Idaho Falls Public Library, Idaho Falls, Idaho	Reading program; summer only.
Pre-Lib; David Friend	Pocatello Public Library, Pocatello, Idaho	College students went into slum areas with games and books to develop interest in reading; summer only.
Summer Reading Is Out of This World; Mrs. Jan Brech	Rolling Prarie Libraries, Decatur, Illinois	School age children; summer only.
Summer Programs; Mrs. White, Mrs. Robinson, Mrs. Jones, Miss Shifman, Miss Stroner	Evanston Public Library, Evanston, Illinois	Junior high school book discussion groups; summer only.
Spanish Speaking Children's Program--English as a Second Language; Mrs. Mimi Staben	Waukegan Public Library, Waukegan, Illinois	Preschool to junior high; summer only.
Summer Reading Club; Marian R. Schroether	Waukegan Public Library, Waukegan, Illinois	Individual reading guidance for first through eighth grade; summer only.
Joy of Discovery; Marian R. Schroether	Waukegan Public Library, Waukegan, Illinois	Cooperative annual summer reading program.
Books Unlimited; Marian R. Schroether	Waukegan Public Library, Waukegan, Illinois	Gifted children, grades 3 through 6; summer only.
"Your Mission: Read with Agent B Double-O K"	Iowa Commission for the Blind, Des Moines, Iowa	Motivate handicapped children to read.

Program and Director	Library	Program Description & Reason for Ineligibility
Reading Certificate Program; Mrs. Perkins or Miss Sallie Farrell	Louisiana State Library, Baton Rouge, Louisiana	Library supplies a book list and gives out certificates when a certain number of books have been read. Certificates are given in November; program is not running in spring.
Summer Reading Program; Miss Frances Flanders	Trail Blazer Pilot Library System, Monroe, Louisiana	School age children; summer program only.
Preschool Story Hour; Mrs. Norma Feld	Boston Public Library, Boston, Massachusetts	Stories, alphabet and number learning; program not in operation long enough.
Read Aloud Program; Mrs. Frances Hines	Thomas Crane Library, Quincy, Massachusetts	Tutorial program which runs in the summer only.
Summer Outreach	St. Paul Public Library, St. Paul, Minnesota	Van stops in neighborhoods for women and children, at industrial plants for men and runs only in the summer.
Summer Reading Program; Mrs. Iola J. Magee	Lincoln-Lawrence-Franklin, Brookhaven, Mississippi	Summer program for children.
Summer Reading Program; Roger Christian	Washington County Library, Greenville, Mississippi	Summer program for children.
Summer Reading Program; Miss Jeanne Broach	Meridian Public Library, Meridian, Mississippi	Summer program for children.
Bookmobile Service; Mrs. Elnor Brown	Imperial Public Library, Imperial, Nebraska	Bookmobile services to rural county; program not in operation long enough.
Summer Fun Club; Mrs. Diane Chrisman	Buffalo & Erie County Public Library, Buffalo, New York	Summer program for school age children.
Summer Reading Program; Orrin Dow	Farmingdale Public Library, Farmingdale, New York	Summer program in 1967 for school age children.
Man Versus Man; Miss Marta Small	Tompkins County Public Library, Ithaca, New York	Summer program for junior high school age.

Program and Director	Library	Program Description & Reason for Ineligibility
Summer Cadet Project	Nioga Library System, Niagara Falls; Lee-Whedon Memorial Library, Medina; Swan Library, Albion, New York	A program to establish and improve library services in Albion State Training School and Western Reformatory for Women and the Iroquois Rehabilitation Center; summer program only.
Books-Sandwiched-In; Alan Kustler	Monroe County Library System, Rochester, New York	Adult book review series which is not held in the spring.
Summer Reading Celebration; Miss Kathleen Sheehan	Suffolk Library System, Bellport, New York	Summer program for school age children.
Circus Time; Miss Anne Izard	Westchester Library System, Westchester, New York	Summer Reading Game program for children; only in summer.
Reading Club; Miss Betty Carolyn Ward	High Point Public Library, High Point, North Carolina	Summer program for 9th and 10th grade girls in the YWCA and the library.
Backyard Storytellers; Mrs. Carol Himmelsteib	Cleveland Heights-University Heights Public Library, Cleveland Heights, Ohio	Summer program where children of school age volunteer to tell or read stories to other children.
Project Read Together; Mrs. Lawrence E. Baker	Washington County Public Library, Marietta, Ohio	Reading program for literate and illiterate adults which was not in operation long enough.
Summer Reading Program; Mrs. Marianne Hough (Florida) Mary Ann Wentroth (Oklahoma)	Oklahoma Department of Libraries, Oklahoma City, Oklahoma	Summer program for elementary school children.
Story Hour; Mary Shreve	Albany Public Library, Albany, Oregon	Summer program for children aged 6-8.
Lookie Bookie; Sumner White	Scranton Public Library, Scranton, Pennsylvania	Summer program consisting of a van which goes into neighborhoods with books and films.
Summer Art Film Series; Mrs. Margaret C. Haynes	Laurens County Library, Laurens, South Carolina	Summer program for adults.
Summer Vacation Reading Club; Mrs. Margaret C. Haynes	Laurens County Library, Laurens, South Carolina	Summer program for children.

Program and Director	Library	Program Description & Reason for Ineligibility
Summer Reading Program; Mrs. Gerda Belknap	Richland County Public Library, Columbia, South Carolina	Summer program for children.
Summer Reading Program; Mrs. Nan Gamble	Bivins Memorial Library, Amarillo, Texas	Summer program for children.
Texas Reading Club; Miss Katherine Ard	Texas State Library, Austin, Texas	Summer program for children.
Service League Summer Project; Mrs. Flora R. Wilhite	Sterling Municipal Library, Baytown, Texas	Outreach program to residents of two housing projects; summer program only.
Summer Reading Program; Mrs. Ann Honea	Farmers Branch Public Library, Farmers Branch, Texas	Summer program for children.
Summer Reading Club; Mrs. Bobbie Taylor & Pattie Lambright	Grand Prarie Memorial Library, Grand Prarie, Texas	Summer program for children.
Basic Use of the Library in Spanish	San Antonio Public Library, San Antonio, Texas	Program no longer running.
Storytelling on Closed Circuit TV	San Antonio Public Library, San Antonio, Texas	Program no longer running.
Children's Reading Club; Mrs. Jeanne G. Plitt	Alexandria Library, Alexandria, Virginia	Summer program for children.
Vacation Reading Club; Mrs. Ruth D. Rightmire	Bedford Public Library, Bedford, Virginia	Summer program for children.
Summer Reading Program; Frederic J. Glazer	Chesapeake Public Library System, Chesapeake, Virginia	Summer program for children.
Summer Program for Children; Mrs. Ida Hogye	Fairfax County Public Library, Falls Church, Virginia	Summer program consisting of stories, music and games.
Summer Story Program; Mrs. Anne R. Blair	Fairfax County Public Library, Fairfax, Virginia	Summer story program.

Program and Director	Library	Program Description & Reason for Ineligibility
Reading Contest; Wilbur M. Sims	Martinsville Memorial Public Library, Martinsville, Virginia	Summer program for children.
Film Program; Lawrence E. Molumby	District of Columbia Public Library, Washington, D.C.	Summer program for children.
Book Chats & Mini-Library; Nancy Elsmo	Racine Public Library; Racine, Wisconsin	Program for junior high which ended in February.
Book-a-Pen Friend; Georgia Shovlain	Sheridan County Public Library, Sheridan, Wyoming	Summer program for school age children.
Cullman County Junior High Program; Mrs. Marguerite Rigsby	Cullman County Public Library, Cullman, Arizona	Summer book discussion program.
Westwood Project	Phoenix Public Library, Phoenix, Arizona	Unknown
Preschool Program; Mike Jacknowitz	Venice Branch, Los Angeles Public Library, Los Angeles, California	Program began in Spring 1971; had not been running long enough.
Young Adult Services Project; Martha C. Bentley	North Bay Cooperative Library, Santa Rosa, California	Funds for this project were cut; no more program activities for Young Adults.
Dial-A-Book; Miss Martha Parker	Okefenokee Regional Library, Waycross, Georgia	Program for children which lasted only a month and was not repeated.
Reading Program for Children; Mrs. Jean Seward	Lincoln Library, Springfield, Illinois	Unknown.
Film-Book Program; Miss Frances Flanders	Ouachita Parish Public Library, Monroe, Louisiana	Discontinued.
Filmmaking Group; Miss Jane Manthorn	East Boston Branch, Boston, Massachusetts	All stages of creating film for young adults; not in operation at present.
Art Activity for Adults; Mrs. Barbara Snowfield	Anoka County Library, Minneapolis, Minnesota	Program ended in 1966.

Program and Director	Library	Program Description & Reason for Ineligibility
Film Series; Mrs. Barbara Snowfield	Anoka County Library, Minneapolis, Minnesota	Program ended in 1966.
Reading Program for Children; Mrs. Barbara Snowfield	Anoka County Library, Minneapolis, Minnesota	Program ended in 1966.
Special Discussion Series for Adults; Mrs. Elvira Anderson	East Central Regional Library, Cambridge, Minnesota	Discontinued.
Special Reading Program for Children; Mrs. Elvira Anderson	East Central Regional Library, Cambridge, Minnesota	Discontinued.
Adult Services Project; Miss Myrtle Rundquist	Lake Agassiz Regional Library, Moorhead, Minnesota	Discontinued as of 1967.
Remedial & Speed Reading Program; Mrs. Anice Powell	Sunflower County Library, Sunflower, Mississippi	Reading program for adult illiterates which was discontinued in 1966.
Saturday Events; Mrs. Betty Nichols	Kansas City Public Library, Kansas City, Missouri	Unknown.
Tutorial for School Age Children; Miss Shirley Amana	Trenton Public Library, Trenton, New Jersey	Program for children in summer only.
Story Teller's Workshop; Mrs. Marsha Shannon Mrs. Charles B. Taft	Albuquerque Public Library, Albuquerque, New Mexico	Program in which volunteers take classes in storytelling. City fiscal emergency; program temporarily discontinued.
Reading, Speaking & Self Evaluation	New York State Vocational Institution, West Coxsackle, New York	Program for men in correctional institution; discontinued in 1965.
YA Program; Mrs. Luce	Free Library of Philadelphia, Philadelphia, Pennsylvania	City financial problems, whereupon all branch programs were discontinued.
Mr. Magic; Miss Ann Johnson	Memphis Public Library, Memphis, Tennessee	A discontinued program in which a magician did tricks for children who had read a book on magic before they attended the program.

Program and Director	Library	Program Description & Reason for Ineligibility
Early Childhood Awareness; Mrs. Jeanette Reynolds	Memphis Public Library, Memphis, Tennessee	Discontinued.
Discussion Groups; Suzi Barbee	Fort Worth Public Library, Fort Worth, Texas	Program for all ages; funds cut and now discontinued.
Great Books Discussion; Mrs. Bobbi Taylor	Grand Prarie Memorial Library, Grand Prarie, Texas	Discontinued.
Investment Club; Mrs. Bobbi Taylor	Grand Prarie Memorial Library, Grand Prarie, Texas	Discontinued.
Teach Mothers to Teach Children to Read; Mrs. Nina Smith	Octavia Fields Branch Public Library, Humble, Texas	Program director left; program discontinued.
Trainee Program; Miss Kathleen A. Geary	Fletcher Free Library, Burlington, Vermont	A program to train young adults to work in library; no trainees at present.
Little Red Wagon Outreach Program; Miss Furbish	Washington, D.C. Public Library, Washington, D.C.	A program in which workers took books around in a little red wagon. Program now discontinued.
Services to Older Citizens; Robert Newman	Pittsfield Public Library, Pittsfield, Massachusetts	Foreign language and music appreciation classes for senior citizens. No response from program director.
Operation Outreach; Mrs. Lucretia Somers	Cahaba Regional Library & Community Action Area II, Clanton, Alabama	No response to letter; no phone number listed.

APPENDIX E

PROGRAM CHARACTERISTICS (Cont'd)

2. ELIGIBLE BUT UNVISITED PROGRAMS

	Program Name and Director	Sponsoring Library	Target Group
1.	Preschool Story Hour Mrs. Carol Reese	Emmet O'Neal Library Mountain Brook, Alabama	Preschool
2.	Servicing Head Start Program, Day Care Centers Mrs. Mary Fish	Madison Public Library Madison, Wisconsin	Preschool
3.	Preschool Story Hour Mary Husa	Pomona Public Library Pomona, California	Preschool
4.	Preschool Project Miss Virginia Struhsaker	Fair Oak Branch Library Public Library of Stockton & San Joaquin County Stockton, California	Preschool
5.	Preschool Story Program Mrs. Anne Blair	Fairfax County Public Library Fairfax, Virginia	Preschool
6.	Bedtime Story Hours Mrs. Despoina Navari	Brewitt Branch Long Beach Public Library Long Beach, California	Preschool
7.	Preschool Story Hour Miss Kaley Uyematsu	Caldwell Public Library Caldwell, Idaho	Preschool
8.	Preschool Children's Hour Mrs. Tallishet	Alexandria Library Alexandria, Virginia	Preschool
9.	Bilingual Story Hour Miss Pat Houlahan	San Antonio Public Library San Antonio, Texas	Preschool
10.	Preschool Supportive Program Mrs. Willye Dennis	Jacksonville Public Library Jacksonville, Florida	Preschool

	Program Name and Director	Sponsoring Library	Target Group
11.	Street Corner Puppets Mrs. Bertha Phillips	Atlanta Public Library Atlanta, Georgia	Preschool
12.	Preschool Program Mrs. Frances Hines	Thomas Crane Public Library Quincy, Massachusetts	Preschool
13.	Story Hours Mrs. Gerda Belknap	Richland County Public Library Columbia, South Carolina	Preschool
14.	Story Hour Program Kathryn Popalio	Waco-McLennan Public Library Waco, Texas	Preschool
15.	Special Adult Services Stimulation Project Gilford Johnsson	Nobles County Library Worthington, Minnesota	Preschool
16.	Preschool Story Hour Mrs. Margaret C. Haynes	Laurens County Library Laurens, South Carolina	Preschool
17.	Children's Hour Mrs. M.F. Melville	Fauquier County Public Library Warrenton, Virginia	Preschool
18.	Story Hours Mrs. Helen Garoutte	Boise Public Library Boise, Idaho	Preschool
19.	Book Bugs Mrs. Marguerite Flentge	Des Plaines Public Library Des Plaines, Illinois	Elementary
20.	Young People's Reading Roundtable Mrs. Trudi Kecskes	Wood County District Public Library Bowling Green, Ohio	Elementary
21.	Logan Storytellers Miss Elva Van Winkle	District of Columbia Public Library Washington, D.C.	Elementary

	Program Name and Director	Sponsoring Library	Target Group
22.	Children's Story Hours for General Public & Special Groups in Community Centers Mrs. Elizabeth Crabb	Amarillo Public Library Amarillo, Texas	Elementary
23.	Films for a Saturday Morning Joseph B. Runey	Fairfax County Public Library Fairfax, Virginia	Elementary
24.	WORDO Club Mrs. Agnes Jaimes	Belvedere Branch Library Los Angeles County Public Library Los Angeles, California	Elementary
25.	Library Puppeteers Miss Florence Hensey	Wausau Public Library Wausau, Wisconsin	Elementary
26.	Penny Theater Mrs. Marguerite Murry	Montgomery County Public Library Bethesda, Maryland	Elementary
27.	Book Club Mrs. Sandra Picariello	Belmont Memorial Public Library Belmont, Massachusetts	Elementary
28.	Junior Librarians Club Mrs. Laurie Monnie	Needham Free Public Library Needham, Massachusetts	Elementary
29.	Santa Rosa-Sonoma County Library & Los Guilucos School for Girls Bookmobile Project David Sabsay	Santa Rosa-Sonoma County Library Santa Rosa, California	Elementary
30.	Potential Achievers Marian Schroether	Waukegan Public Library Waukegan, Illinois	Elementary
31.	Hobby Club Mrs. Katherine Quenn	Memphis Public Library, So. Branch Memphis, Tennessee	Elementary

	Program Name and Director	Sponsoring Library	Target Group
32.	Library Creative Drama Program Mrs. Elsi Rowland	Boston Public Library Boston, Massachusetts	Elementary
33.	Intermediate Grade Program Miss Sandra Stroner	Evanston Public Library Evanston, Illinois	Elementary
34.	Critics Circle Patricia May	Albany Public Library Harmanus Bleecker Library Albany, New York	Young Adult
35.	Oakland Public Study Center Miss Sumika Yamashita	Oakland Public Library Oakland, California	Young Adult
36.	Youth Training and Employment Project Mrs. Heidi Kaszycki	East Los Angeles Library Los Angeles, California	Young Adult
37.	Creative Programming for Children and Young Adults Mrs. Virginia Rivers	Tampa Public Library Tampa, Florida	Young Adult
38.	Young Adult Services Program Kathy Gauze	Brown County Library Green Bay, Wisconsin	Young Adult
39.	Gadflies Miss Susan Uebelacker	Prince George's County Memorial Library Oxon Hill, Maryland	Young Adult
40.	Oneida Community Library Mrs. Alberta Baird	Oneida Community Library Oneida, Wisconsin	Young Adult
41.	Indian Services Program Duane Evans	Topeka Public Library Topeka, Kansas	Young Adult
42.	Lathrop Park Youth Camp Library Don Sauer	Lathrop Park Youth Camp Walsenburg, Colorado	Young Adult

	Program Name and Director	Sponsoring Library	Target Group
43.	Project Cool Mrs. Barbara Woodall	Atlantic City-County Public Library, Atlantic City, N.J.	Young Adult
44.	Pride and Power Branch Dr. Mark Crum	Alma Powell Library Kalamazoo Public Library Kalamazoo, Michigan	Adult Illiterate
45.	Project Read Paton Hutcheson	Detroit Public Library Detroit, Michigan	Adult Illiterate
46.	Adult Literacy Workshop Miss Marjorie Taylor	Wakefield Public Library Wakefield, Massachusetts	Adult Illiterate
47.	Senior Citizens Book Reviews Miss Elizabeth Sanderson	Alamitos Branch Library Long Beach Public Library Long Beach, California	Adult Literate
48.	Books Sandwiched In Charles Miller	Binghamton Public Library Binghamton, New York	Adult Literate
49.	Service to Senior Citizens Mrs. Kathy Stachowiak	St. Paul Public Library St. Paul, Minnesota	Adult Literate
50.	Adult Film Hours Mrs. Tallishet	Alexandria Library Alexandria, Virginia	Adult Literate
51.	Great Books Discussion Group Wilbur M. Sims	Martinsville Memorial Public Library Martinsville, Virginia	Adult Literate
52.	Live N' Learners Mrs. Stella Campbell	Arnett Branch Library Rochester Public Library Rochester, New York	Adult Literate
53.	Lunching With Books Miss Helen Lockhart	Memphis Public Library Memphis, Tennessee	Adult Literate

	Program Name and Director	Sponsoring Library	Target Group
54.	Senior Citizens Paperback Book Collection Eugene Griffel	Mideastern Michigan Library Cooperative Flint Public Library Flint, Michigan	Adult Literate
55.	Program for Senior Citizens Mrs. Louisa Grieshammer	San Jose Public Library San Jose, California	Adult Literate
56.	Book Discussion Group David Weill	Merrick Public Library Merrick, New York	Adult Literate
57.	Art Exhibits Mrs. Bobbie Taylor	Grand Prairie Memorial Library Grand Prairie, Texas	Adult Literate
58.	Art Appreciation Lectures Mrs. Marion Moberger	Melrose Public Library Melrose, Massachusetts	Adult Literate
59.	Program for Senior Citizens Mrs. Ida Hogye	Woodrow Wilson Branch Fairfax County Public Library Falls Church, Virginia	Adult Literate
60.	Operation Outreach Miss Kathleen A. Geary	Fletcher Free Library Burlington, Vermont	Adult Literate
61.	Showtime Monday Mrs. Bonnie Reid	Memphis Public Library Memphis, Tennessee	Adult Literate
62.	Adult Services Willard Donahue	Le Sueur-Waseca Regional Library Waseca, Minnesota	Adult Literate
63.	Coffee Hour Book Reviews Mrs. Virginia Tashjian	Newton Public Library Newton, Massachusetts	Adult Literate
64.	Mini Talks Mrs. Virginia Tashjian	Newton Public Library Newton, Massachusetts	Adult Literate

	Program Name and Director	Sponsoring Library	Target Group
65.	Adult Learning Center Library Dorris Christie	Woodbridge Public Library Woodbridge, New Jersey	Adult Literate
66.	Home Demonstration Club Mrs. Mary D. Clark	Tennessee State Library & Archives Nashville, Tennessee	Adult Literate
67.	What's Happening Book Discussion Project Mrs. Margaret Warren	Dallas Public Library Dallas, Texas	Adult Literate
68.	Service to Seniors Mrs. Eunice Pennington	Current River Regional Library VanBuren, Missouri	Adult Literate
69.	Adults Only Film Program Joseph Runey	Fairfax County Public Library Fairfax, Virginia	Adult Literate
70.	St. Louis Special Services to the Aged James Michael	St. Louis Public Library St. Louis, Missouri	Adult Literate
71.	Over 60 Service Nolan Neds	Milwaukee Public Library Milwaukee, Wisconsin	Adult Literate
72.	Library Service to the Aged Gene Martin	Daniel Boone Regional Library Columbus, Missouri	Adult Literate
73.	Conversational Language Classes Suzi Barbee	Ft. Worth Public Library Ft. Worth, Texas	Adult
74.	Score With Books Mrs. Lorette Evans	Peoria Public Library Peoria, Illinois	Mixed
75.	Storefront Book Collections Kenneth King	Detroit Public Library Detroit, Michigan	Mixed

	Program Name and Director	Sponsoring Library	Target Group
76.	Special Service for American Indians on Reservations William Gordon	Arrowhead Library System Virginia, Minnesota	Mixed
77.	Multi-County Library System Service to Indian Reservations William Sloggy	Vaughn Public Library Ashland, Wisconsin	Mixed
78.	Family Film Feature Mrs. Margaret C. Haynes	Laurens County Library Laurens, South Carolina	Mixed
79.	Family Film Night Miss Florence Hensey	Wausau Public Library Wausau, Wisconsin	Mixed
80.	Project Outreach Arthur Kissner	Fitchburg Public Library Fitchburg, Massachusetts	Mixed
81.	Operation Uplift Dean Gross	Harrisburg Public Library Harrisburg, Pennsylvania	Mixed
82.	East Palo Alto Library Services Project Virginia L. Ross	East Palo Alto Branch San Mateo County Library Palo Alto, California	Mixed
83.	Community Librarian Project Nolan Neds	Milwaukee Public Library Milwaukee, Wisconsin	Mixed
84.	Community Bookmobile James J. Michael	St. Louis Public Library St. Louis, Missouri	Mixed
85.	Tutorial Project for Adults or English as a Second Language Mary Gentry	Littlerock Branch Library Los Angeles County Public Library Littlerock, California	Mixed
86.	Lookie Bookie William Miles	Buffalo & Erie County Public Library Buffalo, New York	Mixed

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	Program Name and Director	Sponsoring Library	Target Group
87.	Film Series Mrs. Bobbie Taylor	Grand Prairie Memorial Library Grand Prairie, Texas	Mixed
88.	Community Library **James J. Michael**	St. Louis Public Library St. Louis, Missouri	Mixed
89.	Chrome Library John Rindowe	Carteret Public Library Carteret, New Jersey	Mixed
90.	Neighborhood Library Centers Mrs. Eva G. Williams	New Haven Free Public Library New Haven, Connecticut	Mixed
91.	Paperback Project Mrs. Kathlyn Adams	Monroe County Library System Rochester, New York	Mixed
92.	Mexican-American Program Mrs. Helen Scott	Valencia Branch Tucson Public Library Tucson, Arizona	Mixed
93.	Project Outreach Miss Elizabeth McCoombs	Carnegie Library of Pittsburgh Pittsburgh, Pennsylvania	Mixed
94.	Neighborhood Libraries Mrs. Ruth Carter	Public Library of Cincinnati & Hamilton County Cincinnati, Ohio	Mixed

APPENDIX F

RESPONSE CONSISTENCY AND ATTRIBUTION OF PROGRAM IMPACT

Response Consistency

An analysis of responses to the two most comparable surveys indicates that only a few respondents (under five percent) were definitely not consistent in their evaluations of program impact. For example, the Young Adult/Adult Survey asked respondents about their frequency of library use before attending the program, their current use, and whether they were now using the library more as a result of attending the program. Seventeen of 470 respondents (3.6 percent) indicated that they were now using the library less than before first attending the program on one set of questions, while attributing an increase in library use to the program on the other question. About the same percentage of parents (3.0 percent) answering questions about their child's book use in the Preschool Survey claimed that their children were now reading or looking through books less frequently while attributing an increase in this behavior to the program.

Each survey contained several related but not identical questions. The attribution of program effect is highly related on such items. For example, only 10 percent of the respondents to the Older School Age Survey reported that the program led them to finish more books that they had begun, but not to understand better what they read. The similar percentage of Young Adult/Adult Survey respondents is eight percent. Similarly, only six percent of the Preschool Survey respondents report that their children ask for books more but are not more interested in reading as a result of attending the program.

Attribution of Program Impact

The second issue is the degree to which changes reported by respondents are due to the program or other factors. To answer this question, surveys at one program (East Meadow) asked respondents to indicate on all change items how much they had changed, if at all, and the role the program had played in this change. As Figure 1 shows, few of the East Meadow respondents indicated that they changed in an area without also indicating that the program had played some role in this change. For example, all 18 respondents who indicated that they read more books since first attending the program attributed this change to the program. The lowest percentage of attribution of program impact is 82 percent.

FIGURE 1

EAST MEADOW LUNCH 'N BOOKS: ATTRIBUTION OF PROGRAM IMPACT BY CHANGE AREA

Change Measure	Positive Change, No Program Effect	Positive Change, Program Effect
Read books (18)*	0%	100%**
Read reviews (10)	10	90
Participate in group discussions (11)	18	82
Go to libraries (13)	15	85
Knowledge of library (8)	13	87
Understanding what read (17)	6	94
Use dictionary (7)	14	86
Self-image (12)	8	92
Like library (23)	6	94
Like to read (14)	0	100

* Number of participants reporting positive change, i.e., read more books since first attending the program.

** Percentage of those reporting positive change on this item.

Several questions on the Young Adult/Adult Survey asked respondents to indicate whether they had changed on an item since first attending the program and the degree to which the program influenced the change. Responses indicate that virtually all those citing change, attribute the change, at least in part, to the program. Across all the Young Adult/Adult respondents, 91 percent who indicate they like to read more, 88 percent who feel better about themselves, and 96 percent who like the library more attribute these effects at least in part to the library program.

APPENDIX G

PROGRAM COSTS

1. BASIC COSTING ASSUMPTIONS

In estimating the real total program costs of each individual program the following assumptions were used:

1. Base Year

   All current annual cost figures are for fiscal year 1970 (July 1, 1969 through June 30, 1970), or the closest comparable accounting period used by a program.

2. Depreciation of Equipment

   All equipment is assumed to have a 10-year working life and depreciation is calculated on a straight-line basis.

3. Working Man-Year

   Assuming an average of two weeks paid vacation and 10 paid holidays and/or days of sick leave (two working weeks), a working year equals 1,920 man-hours.

   (48 weeks)(5 working days)(8 working hours) = 1,920 man-hours

4. Professional vs. Nonprofessional Staff

   For costing purposes, professional staff are considered to be those staff with a four-year university/college degree or compensating professional work experience. All others are considered to be nonprofessional. A staff member with an M.L.S. degree is priced at $5.00 per hour. Other professional staff are priced at $3.75 per hour.

5. Nonprofessional, Non-compensated Staff

   Nonprofessional, non-compensated staff services are priced at two separate rates. Student services are priced at the minimum wage rate, $1.65 per hour. Adult services are priced at the higher rate of $2.50 per hour which most closely represents an average fair market price.

6. Rental Equivalent

   The estimated rental equivalent of physical facilities which are utilized is calculated on a square foot/hour basis. The use of one square foot of space for one hour is priced at $.00275. This was calculated as follows:

First Set of Assumptions

- Fiscal year 1969 new library average building cost was \$22/square foot.*
- One thousand days' rental approximately equals building cost.**

Therefore, rental equivalent for one square foot/hour =

$$\frac{\$22}{(1{,}000\text{ days})(8\text{ hours})} = \$.00275$$

This calculation was roughly validated as follows:

Second Set of Assumptions

- Office space annual rental is typically \$4-\$6/square foot; we shall assume \$5/square foot.***
- Average office space utilization of 160 hours/month (20 days X 8 hours).

Therefore, rental equivalent for one square foot/hour =

$$\frac{\$5}{(160)(12)} = \$.0026+$$

Thus, the \$.00275 figure is approximately correct and can serve as an initial national guideline which should be adjusted to reflect local conditions as required. Because short-term utilization of floorspace would require a premium square foot/hour rate, a higher rate was used in preparing the high estimates of individual annual total program costs.

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* The Bowker Annual of Library and Book Trade Information, 1970, New York, R. R. Bowker, 1970, p. 212.

** Construction trade rule of thumb used by real estate developers and builders, verified as being reasonable by personnel in the space management branch of the General Services Administration.

*** Real estate trade rule of thumb as established during telephone conversations with several major Boston-based real estate and space brokers, 7 July 1971. Verified in discussions with personnel in the space management branch of the General Services Administration.

7. Automobile

Automobile travel expenses are assumed to be $.10 per mile.

In estimating the number of program attenders and regular participants, the following methods were used:

8. Attenders

The number of total attenders in each program during fiscal year 1970 was estimated on the basis of program records, survey responses, discussions with program staff members, and observations by B/R and TC field personnel. Adjustments were frequently required to arrive at a best overall estimate which reconciled data provided by different sources. Group activity program attendance figures represent a total count of individual person-sessions of service provided. Outreach library attendance figures represent the total number of individual uses made of the library. Mobile unit figures represent total circulation and/or individual attendances depending upon the availability of data. The mobile unit figures are clearly the most susceptible to estimating errors and should be utilized with great care.

9. Regular Participants

An estimated number of regular participants was developed by calculating the average frequency of attendance reported by survey respondents and adjusting the total attender figures by the average frequency of attendance; the number of regular participants is therefore susceptible to errors in both the estimated number of total attenders and the data reported in surveys.

APPENDIX G

PROGRAM COSTS (Cont'd)

2. GENERAL OBSERVATIONS REGARDING PROGRAM COSTS

Individual program estimated total costs, cost per attender, and cost per regular participant are given in Figure 1. For all 30 programs the average cost per attender was approximately $2.17 and the average cost per regular participant was approximately $78. One-half of the programs had independent operating budgets.

Average program costs were composed of the following components:

Program Staff	68%
Program Collection	13%
Program Services and Supplies	16%
All Other	3%
Total	100%

High estimates of total program costs were on the average 32 percent higher than the best estimates.

Bookmobiles were the most expensive program type in terms of average total program costs, followed by deposit collections and group activities. Bookmobile staff accounted for a relatively lower percentage of total program costs than the other two types of service. Cost per regular participant for bookmobiles was $92, followed by deposit collections at $72 and group activities at $55.

	No.	Average Total Program Costs	% Staff	% Collection	% Services and Supplies	% All Other
Bookmobiles	9	$76,240	60.8	17.8	15.3	4.3
Deposit Collections	9	52,601	68.8	11.2	17.7	2.7
Group Activities	12	11,456	72.1	10	14.1	3.1

Total program costs are generally related to the total number of program attenders, as can be seen in Figure 2. In addition, the more expensive programs tend to be supported by library systems with relatively large total expenditures, as shown in Figure 3.

FIGURE 1

Type*	Case Study Number/ Name	Total Program Costs	Total Attenders	Cost/ Attender	Regular Partici- pant	Cost/ Regular Participant
GA	1. Green Bay	$ 8,300	3,450	$ 2.40	575	$ 14.43
GA	2. Sheboygan	1,601	1,800	.88	90	17.78
GA	3. Sullivan	2,685	1,600	1.67	50	53.70
GA	4. Brooklyn LSCA	71,206	49,025	1.45	1,100	64.73
BM	5. Atlanta	85,480	52,000	1.64	1,000	85.48
BM	6. Freehold	59,430	23,000	2.58	800	74.17
BM	7. Queen Borough	163,965	17,750	9.23	400	409.91
DC	8. Langston Hughes	26,730	4,200	6.36	30	891.00
DC	9. Richmond	25,025	10,400	2.40	146	171.40
DC	10. Muncie	38,820	13,000	2.98	178	218.08
DC	11. Neopit	3,090	2,000	1.54	45	68.66
DC	12. Quartz Hill	900	500	1.80	10	90.00
BM	13. Detroit	130,700	27,830	4.69	507	257.79
BM	14. Berkeley	14,225	30,000	.47	1,070	13.29
DC	15. Kansas City	93,026	59,300	1.56	1,040	89.44
BM	16. San Jose	111,168	32,500	3.42	905	122.83
GA	17. Compton	2,580	1,040	2.48	23	112.17
GA	18. Oxon Hill	715	1,000	.71	100	7.15
GA	19. Riverside	2,320	180	12.88	15	154.66
GA	20. Orlando	580	260	2.23	14	41.42
GA	21. Amarillo	12,430	1,400	8.87	106	117.26
GA	22. East Meadow	1,500	800	1.87	114	13.15
DC	23. Dallas Seniors	18,925	14,400	1.31	272	69.57
GA	24. Brooklyn Readers	29,715	2,400	12.38	267	111.29
GA	25. Lincoln Heights	3,850	2,000	1.92	25	154.00
DC	26. Oakland	117,000	62,400	1.87	3,460	33.81
DC	27. Chicago	149,896	96,000	1.56	1,315	113.98
BM	28. Fresno	67,223	48,000	1.40	1,500	44.81
BM	29. Tulsa	19,036	17,800	1.06	405	47.00
BM	30. Dallas Showmobile	34,934	19,800	1.76	860	40.62
	Total	$1,297,055	595,835	$97.37	16,422	$3,703.58
	Average	$ 43,235	19,861	$ 3.24	547	$ 123.45

* GA = Group Activity
BM = Bookmobile
DC = Deposit Collection

FIGURE 2

Total Program Costs / Total Program Attenders	0-10,000	10,000-40,000	40,000+
$0-20,000	12*	3	
20,000-80,000	2	3	3
80,000+		3	4

* Number of programs within the specified classification.

FIGURE 3

Total Program Costs / Library System Total Expenditures	$0-2,000,000	$2,000,000+
$0-20,000	10	5
$20,000+	4	11

The 12 federally funded programs had average total costs of approximately $75,678. This is in contrast to the average of $21,606 for the 18 non-federally funded programs. Apparently, major undertakings are more likely to occur when federal funding is made available.

Programs aimed at the disadvantaged also are larger in terms of total program costs than regular programs. The 18 programs for the disadvantaged had average annual total program costs of approximately $62,212 as compared with $14,761 for the 12 regular programs.

Finally, the four rural programs with an average cost of $18,474 were substantially lower in cost terms than the 26 urban and suburban programs, which had an average cost of $47,044.